

AN EXPLORATORY STUDY OF INSTRUCTIONAL PRACTICES FOR HERITAGE
LANGUAGE LEARNERS IN TRADITIONAL MIDDLE SCHOOL SPANISH
CLASSES

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Abstract

The national increase of Latinos has resulted in an increase in students who speak Spanish. The major topic in this study was the instructional practices used by Middle School Languages Other Than English (LOTE) Spanish teachers when working with Heritage Language Learners (HLLs). HLLs have different needs from those of the traditional LOTE student. Recent literature has focused on HLLs at the elementary, high school, and university levels. Researchers have suggested activities to meet the needs of HLLs, but there is little evidence that teachers utilize these suggestions.

This multiple case study sought to determine how teachers modify instructional practices to address the unique needs and talents of the HLL through classroom observations, student focus-groups, and instructional scenarios completed by practicing teachers. The study also sought to determine if teachers were aware of the suggested activities for HLLs through coursework, workshops, or professional development. This study provides insight on how to assist teachers when working with HLLs.

Fifteen teachers of Spanish completed an Instructional Scenarios Questionnaire about their instructional practices with HLLs and non-HLLs. These teachers were from New York, New Jersey, and Connecticut, and their native languages were either English, Spanish, or Italian.

All had been teaching Spanish for at least two years; some had received training through formal coursework or professional development to work with HLLs. Five Middle School teachers were selected by convenience for classroom observations. An observation form, the Instructional Practices Record (IPR) was developed for use during a total of seven classroom observations. Additionally, 14 students were interviewed in small focus-groups of HLLs and non-HLLs. Data were coded and analyzed for themes to determine which instructional practices were being used in Middle School Spanish classes with HLLs.

Results of this study indicate that teachers understand the needs of HLLs and are familiar with recommended strategies to meet their needs. However, teachers and students reported little difference in the activities assigned to or in learning expectations between HLLs and non-HLLs. Little modification was reported in any part of the study. Using methods adapted from instruction of gifted and talented students, The Curriculum Compactor may be used to help teachers plan accelerated and enriched activities for HLLs.

DEDICATION

This dissertation is dedicated to my parents, Dana Bernstein and Steven J. Bernstein, whose presence I felt with me throughout this process. I know they are watching over me and I hope I have made them proud.

This dissertation is also dedicated to my past, present, and future students, especially the Heritage Language Learners. Watching them succeed is one of my life's greatest thrills.

APPROVAL PAGE



*School of Professional Studies
Department of Education and Educational Psychology
Doctor of Education in Instructional Leadership*

Doctor of Education Dissertation

*An Exploratory Study of Instructional Practices for Heritage Language
Learners in Traditional Middle School Spanish Classes*

Presented by

Stacy Bernstein

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CHAPTER ONE

INTRODUCTION AND IDENTIFICATION OF THE TOPIC

Schools are experiencing an unprecedented change in student population. The national increase of Latinos has resulted in an increase in students who speak Spanish. Language teachers need to develop instructional practices to address these Heritage Language Learners (HLLs).

Indeed, as the linguistic composition of the United States population continues to change, and as schools continue to experience a significant growth in the population of heritage language learners, it is becoming increasingly evident that the needs of these students are not being adequately addressed. (Draper & Hicks, 2000, p. 16)

According to the 2000 United States Census (Marotta & Garcia, 2003), the percentage of the total population speaking Spanish was 10.7% nationally and 13.6% in New York State. The 2000 United States Census reports that Latinos represent 12.5% of the total population, making them the largest minority group in the United States.

The number of students who speak Spanish upon entering a formal program of language study presents a challenge to teachers of Languages Other Than English (LOTE). The New York State LOTE Checkpoint A curriculum is based on an introduction to the language and culture, but many students are entering beginning-level classes with Spanish-language skills. LOTE teachers need to help these students develop literacy skills even though they already speak more Spanish than their non-heritage classmates.

Rationale for the Study

The current numbers of Spanish-speaking students is larger than ever before, and estimates show that percentage will continue to increase (Marotta & Garcia, 2003). The teachers must be prepared with proven strategies when working with Spanish-speaking students

(Schwartz, 2001). Numerous publications with recommendations of suggested strategies exist, and there have been several qualitative studies as to the effectiveness of these strategies (Peyton, Ranard, & McGinnis, 2001; Webb & Miller, 2000).

Previous studies focus on the high school and university learner but do not address Middle School Heritage Language Learners (HLLs). Additionally, there has been no prior research to determine if the teachers working in public schools are aware of and are utilizing the suggested instructional strategies when working with HLLs. Finally, an exploration of programs to address Spanish language instruction shows a distinct absence of research on instructional strategies that may be used to meet the needs of HLLs in a traditional LOTE class (Campbell & Christian, 2001; Compton, 2001; Fishman, 2001; Valdés, 2001; Wang & Green, 2001). This study specifically explored the current instructional practices used by teachers in traditional Middle School LOTE classes when working with HLLs.

Related Literature to Support the Rationale

Literature indicates a number of practices that could be used to meet the unique needs and talents of Heritage Language Learners HLLs. Publications that address HLLs (Anderson, 2000; Peyton, Ranard, & McGinnis, 2001; Roca, 2000; Roca & Colombi, 2003; Salaberry & Lafford, 2006; Webb & Miller, 2000) offer many suggestions for instructional strategies, but include few accounts of actual practice. Recently, a number of textbook publishers have added materials to complement existing collections (Boyles, 2004; Humbach & Ozete, 2003; Samaniego, 2002; Schmitt, 2004) that are geared specifically to the needs of Spanish HLLs. These suggestions and ensuing instructional materials are often based on existing research involving students in dual-language immersion or university-level courses. There is an absence in the professional literature of studies directly exploring the instructional practices of teachers in

traditional secondary-level Languages Other Than English (LOTE) classes when working with HLLs. Drawing from research on instructing gifted students within the regular classroom, this study was designed to document the various types of differentiation employed in LOTE classrooms when working with HLLs.

Statement of the Problem

The teachers are not aware of recommended strategies when working with HLLs, or they are unsure how to implement these strategies in actual practice (Schwartz, 2001; Wang & Green, 2001). Although the recent literature has provided recommendations for teachers working with HLLs, much of those recommendations focus on the need for separate classes and curricula for HLLs. The HLL population has increased in many schools, yet there may not be enough students to support a separate class. Often, HLLs are enrolled in traditional LOTE classes because they wish to learn the advanced grammar, writing, and speaking skills they recognize they lack. At the beginning level of instruction, HLLs often become disengaged because they already know the main concepts and do not feel they are learning anything new. LOTE teachers have been trained to address listening, speaking, reading, and writing skills in the second language learner. The teachers recognize that the unique needs and talents of the students who are already orally proficient are not being met in the traditional LOTE classroom. This research sought to identify strategies used in traditional LOTE classes to modify curriculum to meet the needs of HLLs in the traditional Foreign Language classroom.

Potential Benefits of the Research

As a result of this research, professional development instructors and teacher educators are able to better prepare candidates to work with HLLs, as there is an indication of how current instructional practice compares to the recommended strategies. By understanding what

instructional practices are being used, there is a better awareness of how to improve practices to meet the special needs and abilities of these students.

The teachers of LOTE need to incorporate effective instructional strategies for use with these students (Compton, 2001; Schwartz, 2001). The nation as a whole benefits from this study because if bilingual students are literate in both languages, there will be an increased pool of candidates for positions in international business and world relations. When the students are able to speak, read, and write in their native language at an educated level, their career opportunities increase (Carreira & Armengol, 2001).

The HLLs have an advantage as a result of this study because their teachers know how to address their needs and develop their language talents. If the teachers are better prepared to work with HLLs, these students may have increased literacy skill development. The non-HLLs also have an advantage as a result of this study. The teachers have information about instructional strategies when working with HLLs. The teachers who differentiate instruction to meet the needs and develop the talents of individual students can help all students achieve more. The non-HLLs will not feel as if they are competing with students who already have language skills.

The previous literature on HLL instruction does not measure current instructional practices. These studies focus on the university level. Since the literature on language learning recommends that children start the study of a LOTE at a much younger age, research needs to address all levels of LOTE instruction. This study focuses on the Middle School LOTE classroom. The previous literature suggested instructional strategies and assesses student attitudes toward Heritage Language status and programs. This study explored whether and how these instructional strategies are being implemented, as well as how the students perceived these strategies.

Definition of Key Terms

The following terms are relevant to this research:

1. Heritage Language Learners (HLLs) are students “raised in a home where a non-English language is spoken, who speak or only understand the heritage language and who have some proficiency in English and the Heritage Language” (Valdés, 2001, p. 38). Spanish HLLs may speak Spanish well and feel comfortable in face to face conversations, “but possess limited skills in reading and writing” (National Standards in Foreign Language Education Project, 1999, p.29).
2. Dual-language Immersion Programs “combine language minority and language majority students in the same classrooms and provide content instruction in both the minority and the majority language. In this way, students from both groups can learn each other’s language” (Potowski, 2004, p. 75).
3. Checkpoint A Languages Other Than English (LOTE) “is the beginning of the curriculum and is a graduation requirement for all students in New York State....Checkpoint A is not intended to fully develop linguistic proficiency or grammatical accuracy. It is an introductory-level curriculum that lays the groundwork for future studies” (The University of the State of New York, 2001, p. 3).
4. Curriculum compacting is “modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills” (Renzulli & Reis, 1986 p. 233)

5. Heritage language courses are classes designed for students “who are at least partially orally proficient in their family’s heritage language” (Matthews & Matthews, 2004, p. 51). These classes may use different materials than traditional LOTE classes and “may provide focused instruction in reading, writing, and standard grammar and vocabulary” (p. 51).
6. Realia refers to materials designed for everyday use by native speakers of the target culture. Realia is used by educators of second languages to denote “not only that the text in question was produced for some non-pedagogical purpose, but that it is non-literary, often journalistic and of ephemeral interest and value.... extract from a newspaper or magazine” (Little & Singleton, 1988, p. 1).
7. Higher register speech is “appropriate for communicating in academic or professional settings” (Valdés, 2005, p. 418). Generally, a HLL’s language use is restricted to contexts related to the home, family or everyday experiences. “The instructional goal to be achieved in this case is the acquisition of additional registers” (p. 418). Higher register speech includes formal settings such as academia, legal and medical situations, and politics.

Methodology

Research Questions

By using a multiple case study approach, this research explored the instructional practices for Heritage Language Learners in traditional Middle School Spanish Classes through the following questions:

1. Do classroom teachers of Middle School Spanish modify instruction to address the needs of HLLs?

2. What specific instructional practices are implemented by the classroom teachers of Middle School Spanish to modify instruction when addressing the needs of HLLs?
3. How do Middle School LOTE teachers' native language, experience and special training impact their ability to modify instructional practices when addressing the needs of HLLs?

Description of the Setting and Subjects

The sample included 40 teachers and 14 students from Middle Schools in New York, New Jersey, and Connecticut. None of the teachers worked in schools with separate programs for Heritage Language Learners. Spanish was the most common Language Other Than English (LOTE) studied in each of the schools. Of all students interviewed, seven were HLLs that spoke Spanish at home. Another seven did not speak Spanish at home, but two of those students were of Hispanic heritage. All of the interviewed students were enrolled at the same Middle School in New York and in Spanish LOTE class.

Instrumentation

Instructional scenarios questionnaire (ISQ). Instructional Scenarios of HLLs were adapted from existing literature. The instrument included three scenarios of typical HLLs at different stages of bilingual development (Valdés, 2005) and one scenario of a typical non-HLL. The questionnaires were reviewed by a Jury of Experts to ensure content validity. In addition, they were piloted by Middle School teachers to ensure that responses provide useful data. The teachers were asked to describe typical assignments for each of these students in the areas of listening, reading, and writing skills as well as exposure to the culture of the Spanish-speaking world. The teachers in the research study also provided demographic information including native language, teaching experience, and training in the area of Heritage Language Learning.

Instructional Practices Record (IPR). An Instructional Practices Record (IPR) was developed for these observations to record the amounts and types of interactions the teachers have with the HLLs. The IPR was based on similar observation forms, but measured the instructional practices used with both the heritage language learners and the non-heritage language learners. The teachers were also asked to provide demographic information including native language, teaching experience, and training in the area of Heritage Language Learning.

The IPR was piloted in traditional Middle School Spanish classes to determine its effectiveness to gather this information. The researcher videotaped the pilot class and completed the IPR during the observation. Additional teachers were trained on the use of the IPR. They viewed the videotape and completed the IPR to establish inter-rater reliability of the instrument. The first pilot of the IPR resulted in the addition of Language Learning skills and sample Instructional Practices. The second pilot of the IPR resulted in the addition of one question. The third pilot of the IPR resulted in the comparison of HLL and non-HLL participation, and yielded inter-rater reliability among the three teachers who viewed the same lesson.

Focus-group interviews. The focus-group questions were developed based on existing surveys for HLLs to determine student opinions of instructional practice. Two focus-groups, one composed of three eighth-grade HLLs and one composed of three eighth-grade non-HLLs, were conducted to ensure that the students understand the questions and their responses will provide useful data. Both focus-group interviews confirmed the age appropriateness and usefulness of the questions.

Data Collection Procedures

Instructional scenarios questionnaire procedures. A convenience sample of 40 teachers began the questionnaire and provided demographic information. Fifteen of those teachers

completed the Instructional Scenarios. The questionnaire took approximately 30 minutes to complete.

Classroom observation procedures. The researcher observed five teachers, four in one Middle School and one in another Middle School, for a total of seven classroom observations.. Four classes observed had students enrolled in the second year of Spanish and three classes had students who had been studying Spanish for less than two months. At least 90% of the students in each class observed were non-HLLs. The Instructional Practices Record was used during these observations.

Focus-group interview procedures. The researcher met with focus-groups of HLLs and non-HLLs in each school. The students were recommended by their teacher for participation in the focus-group based on achievement, willingness to share experiences, and heritage language status. Seven students were HLLs and seven were non-HLLs. There were three or four students in each focus-group. The same questions were used with the group of HLLs and the group of non-HLLs, but the groups were homogeneous. Each focus-group interview lasted approximately 15 minutes.

Description and Justification of the Data Analyses

The answers to the instructional scenarios questionnaire were the primary instrument analyzed to gather information on how teachers intended to address HLL needs and talents. Open-ended responses were examined for examples of differentiation using strategies which Lowe (2002) described in previous literature. Likert-scale responses were analyzed by comparing the frequency of recommended activities for the HLL and non-HLL scenarios. All responses were also compared with the teacher's native language, professional experience, and special training to work with HLLs.

The researcher recorded the classroom observations using the IPR. The teachers who were observed reviewed the completed IRP to ensure agreement with the observed activities. The data collected during the observation were analyzed using the same codes that were developed during the analysis of the instructional scenarios questionnaire. Data from the IPR also were compared with the teachers' professional experience and training to work with HLLs.

Working from the transcripts of the Focus-group Interviews, the same codes that were developed during the analysis of the instructional scenarios questionnaire were applied to the student statements. It was necessary to add an additional code, no differentiation, because many students discussed class activities that they felt were too easy for HLLs or too difficult for non-HLLs. The statements from the Focus-group Interviews were also coded for grade level (7th and 8th) and heritage language status (HLL and non-HLL).

The researcher recognizes the importance of establishing trustworthiness of the case study findings. The instructional scenarios questionnaires were distributed to collect data and initiate participant interest for the remaining parts of the study. The researcher contacted the teachers personally to explain the purpose and ask for permission to conduct classroom observations. The researcher met with the students that were recommended for participation in the focus-group interviews, both to establish Spanish-language proficiency of the HLLs and to introduce herself to each student prior to the interviews. The focus-group interviews were tape-recorded and transcribed by the researcher.

The researcher maintained an audit trail when coding and analyzing the data. The initial coding was done by the researcher by examining trends in the data using the qualitative analysis software program HyperRESEARCH. The researcher trained two colleagues who recoded the data using categories established by the researcher to ensure inter-rater reliability. Categorical

and ordinal data were also coded and sorted using Microsoft Excel to determine the frequencies and modes of each type of response.

Limitations of the Study

Care was taken to minimize the effect of the limitations of this study. A sample of convenience was used, so the results may not be representative of all LOTE classrooms with HLLs. The ISQ used self-report data, and the analyses trusted these data as accurate information. Additionally, a limited-time observation like the one in this study will not show a teacher's full range of instructional practice.

Conclusion

Heritage Language learning is a growing field of research. Previous research had neglected the Middle School learner. The current study provides insight about the instructional practices used with HLLs in traditional LOTE classes. The results of this study will help guide future study in the area of heritage language learning, language acquisition, and differentiation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Heritage Language Learning has recently become an area of interest. The development of a theory has been guided by existing research in the areas of Foreign Language Learning and Bilingual Education models. Dual-language immersion programs include Heritage Language Learners (HLLs) and non-HLLs, but the emphasis in these classes is academic content rather than language study. Research that focuses on language study within dual-language immersion programs shows the natural progression of heritage language and second language skills. Research within Languages Other Than English (LOTE) classes show HLLs may not be making measurable progress in their heritage language skills. LOTE teachers feel they are not responsible or do not have adequate skills to address the strengths and needs of HLLs. If HLL ability is addressed as a special talent, it is appropriate to use instructional methods traditionally used with gifted and talented students such as curriculum compacting and flexible pacing.

Heritage Language Learning Theories

Heritage Language Learning is a recent field of inquiry drawing from research on second language acquisition, primary literacy instruction, and bilingual education. The teachers of HLLs have been trained to teach the target language to non-native speakers. Professional organizations including the American Association of Teachers of Spanish and Portuguese, the American Council on the Teaching of Foreign Languages, and the Modern Language Association noticed the increase in the HLL population and began to explore the needs of this diverse and emerging group of students.

Lynch (2003) conducted a review of the literature on second language acquisition and bilingual education and compared those recommendations to the needs of HLLs. He notes that

by adolescence, most heritage language speakers are English-dominant. Secondary students are accustomed to learning in English, which presents a challenge to the language educator.

Language educators are trained to teach students who are learning a second language (L2).

Often, the heritage speakers have learned basic language as their primary language (L1), but do not have formal education in this language. “The heritage speakers who arrive to secondary and post-secondary classrooms seem not entirely L1 speakers or L2 speakers of the language in question” (p. 1). His findings recommend that effective heritage language instruction blend native and second language teaching methods.

Valdés (2005) cautions there are key differences between heritage language and second language learners, including the access to standard language and the language of schooling. She cautions that “L1/L2 users will fluctuate in their preference or perceived strength in each language, depending on the nature of the interaction, the topic of discussion, the domain of activity, and the formality or the informality of the situation” (p. 414). She recommends that when studying L1/L2 users, the researcher should focus on the same linguistic forms that are studied in a foreign language class.

Krashen (2000) suggests that first language retention is contingent upon a program that includes the following components: content instruction in first language; literacy instruction in first language; and comprehensible input in second language. Krashen’s research has been primarily in the area of second language acquisition, with the emphasis on comprehensible input being the primary way that a student understands and can later use new vocabulary. When Krashen discusses first language retention, he is referring to the students who are learning English as a second language while hopefully maintaining their native language in a bilingual or immersion setting. “Heritage language speakers are in a no-win situation in foreign language

classes. If they do well, it is expected. If HL students do not do well in foreign language classes, the experience is especially painful” (p. 441). He explains that the traditional foreign language classes focus on learning grammatical rules that some HLLs have not acquired. This results in the non-HLLs outperforming the HLLs on grammar tests despite the HLLs’ superior communication competencies. “Such events could be psychologically devastating, a message to the HL speaker that he or she does not know his or her own language, while an outsider does” (p. 441).

Andrews (2000) discussed the Russian heritage language learner and the use of a standard dialect in the classroom. “As an initial statement of principle, I strongly advocate close adherence to standard Russian in the classroom, particularly for students raised in Russian-speaking families but for whom English is now dominant. Heritage learners should become aware that not only their own language but also even that of their parents may differ considerably from the standard” (p.2).

Douglas (2005) examined the current theories and approaches in the fields of heritage language education, bilingualism, and developmental approaches. She proposes a model for Heritage Language curriculum design for Japanese heritage language learners. Her model includes a multi-age approach based on the developmental stage. In this model, the instructor constructs a learner profile which includes a language proficiency exam, and the curriculum is designed around thematic units. “Common goals for all levels of Japanese heritage language curriculum are to expand learners’ language skills developed at home” (p. 12). In addition, the parents are essential partners in the instructional process. “Parents become reading and conversation partners, interviewees for their children’s school survey projects, and provide assistance with homework” (p. 10).

Heritage Language Proficiency as a Special Talent

If one were to view proficiency in a second language as a special talent, it may be appropriate to address Heritage Language Learners in a method similar to the way gifted and talented students are instructed. HLLs enter the formal study of a LOTE with prior knowledge. They know vocabulary and basic sentence structure in the language of study, and some HLLs have been translating for non-English speaking relatives so they are aware of the intricacies of language. They are familiar with the culture of their family's heritage, and may know cultural aspects that even the teacher is not aware of. HLLs are already able to function to some degree in American culture and the culture of the target language, as their family incorporates the two languages and cultures. They have the special talent of navigating the world in two languages.

Tannenbaum (1986) classified talents by the following categories: quota, scarcity, surplus, and anomalous. He defined quota talents as those that "include specialized, high-level skills needed to provide goods and services for which the market is limited" (p. 24). Further, Tannenbaum felt that giftedness represents the potential for talent in adults. He explained that developed talent exists in adults, and that determining that a child is gifted merely denotes the potential for exhibiting gifted behavior. Using Tannenbaum's definitions, Heritage Language Learners may be viewed as having the high-level skill of language proficiency, and the teacher is then responsible for helping the student develop the gift. The quota talent a HLL can demonstrate is not only the language proficiency in both English and the heritage language, but also the awareness of the cultural norms in English and in countries where the heritage language is spoken. As Lowe (2002) states, "Bilingual children will need particular provision in school but may or may not, ultimately, have the potential to become highly proficient linguists" (p. 143). HLLs learn the dialect spoken in the home, and formal instruction in Spanish emphasizes the

standard dialect as “practiced by the majority of speakers” (Apacicio, 1993, p. 186). The formal study of a language includes the study of products, practices, and perspectives of countries where the language is spoken (National Standards in Foreign Language Education Project, 1999).

Acceleration is an option used with both HLLs and gifted and talented students. When explaining which students should be in acceleration programs, VanTassel-Baska (1991) sites three criteria: (a) students who are two to six years above their age-level peers, (b) students who will be bored if they are not challenged appropriately, and (c) students who are motivated. Flexible pacing is when the students are moved to an appropriate level for instruction. For example, a middle school offers students who have been designated “gifted” the opportunity to take classes at the high school, since the building is next door. Daniel & Cox (1988) found several similar programs that enabled the gifted students to use flexible pacing to enrich their curriculum. Most of the programs they describe include accelerated foreign language study.

Lowe (2002) delineated differentiation strategies used in traditional foreign language classes. Included in her list are curriculum enhancement, flexible grouping, and accelerating or compacting the curriculum. She explains that differentiating an assignment by task will challenge students by giving open-ended activities with more complex demands, differentiation by outcome involves more complex responses with different assessment criteria, and differentiation by interest allows the students to self-select activities that develop teacher-selected skills.

Renzulli (1986) explained the two-fold purpose of gifted education programs: to provide opportunities for the development and expression of special talents and to increase the number of people who can be producers of knowledge and art. Renzulli developed the Enrichment Triad Model as a method of addressing individual learning needs of gifted and talented students. The

Enrichment Triad Model presents three levels of activities to enrich students with consideration of individual content interests and personal learning style (1977): (a) Type I Enrichment activities expose students to topics they may be interested in; (b) Type II Enrichment activities are “training exercises” (p. 24) to help students develop advanced thinking processes; and (c) Type III Enrichment activities encourage students to become investigators of real-world problems and scenarios. Renzulli cautions that high potential students must still master basic competencies (p. 15) but stresses that enrichment activities such as these should be available because not all students learn at the same rate or in the same manner.

Curriculum compacting is one way to address potentially-gifted students in the regular classroom. “Curriculum compacting has three major objectives: (1) to create a more challenging learning environment, (2) to guarantee proficiency in the basic curriculum, and (3) to *buy time* for more appropriate enrichment and/or acceleration activities (Renzulli & Reis, 1986, p. 232). Curriculum compacting “relieves gifted students of the boredom that often results from unchallenging work” (Renzulli, Smith, & Reis, 1982, p. 193). Reis, Burns, & Renzulli (1982) identified the steps in curriculum compacting, which included the identification of learning objectives, pretesting students who may already possess mastery of those objectives, and the development of enrichment or acceleration of materials for students who demonstrate mastery. The *Curriculum Compactor* is a form developed to maintain records of curriculum compacting activities for individual students. (Refer to Appendix A.)

At the secondary level, Reis and Renzulli (1986) recommended putting students in specially designated classes so they can cover the regular curriculum at a faster pace, spending less time on basic material and making more time for enrichment and acceleration options. They found it was important to offer curriculum compacting opportunities throughout the year, rather

than completing the entire curriculum and having time at the end of the year for enrichment or acceleration. Curriculum compacting may be used with all students, depending upon which learning objectives have been mastered throughout the curriculum.

A study by the National Research Center for the Gifted and Talented (Westberg, Archambault, Dobyms, & Salvin, 1993) explored the instructional practices used in third- and fourth-grade regular education classrooms. By observing one gifted and one non-gifted student in each classroom, researchers found no instructional or curricular differentiation in 84% of activities. It was determined that more preservice and inservice training was needed to help the teachers differentiate for the gifted population.

The *Curriculum Compacting Study* (Reis et al., 1993) sought to determine the best way to train teachers to modify the curriculum for high-ability students and to assess the effect of curriculum modification on student attitudes, achievement, and content area preferences. The study found that 95% of teachers self-report assigning enrichment activities, but only 18% of teachers self-report assigning acceleration activities. All teachers in the study received videotapes and books, but results of the study indicate staff development and peer coaching had the most impact on teachers implementation of curriculum compacting. The teachers stressed the need for alternative materials to be used with these students.

Heritage Language Learners in Dual-Language Immersion Programs

As the recommendations were based on theories of bilingual education, it was necessary to review the results of studies involving both HLL and non-HLL students. Dual-language immersion programs involve the study of grade-level content in two languages, with the additional goal of achieving proficiency in both languages. The dual-language immersion scenario is similar to the traditional LOTE class that includes HLLs, except the course content is

centered on the target language. The instructional methods used with HLLs enrolled in dual-language immersion classes can give an indication of methods used in LOTE classes.

A study of young heritage language learners examined child language development to determine instructional methods for heritage language learners (Hernández, Takahashi-Breines, & Blum-Martínez, 2003). Researchers recorded the interactions of four heritage language learners in a dual-language immersion elementary school program. It was concluded that authentic Spanish texts were preferred over translations from English because the Spanish texts reflected the “structure, phrasing, and rhetoric of Spanish language cultures” (p. 140). The students who were more successful at learning Spanish were in classes with Spanish-speaking classmates, so the heritage learners had multiple registers available as modeling: peer-interaction, family, and classroom. The more successful teachers also paid more attention to the language varieties and culture of the heritage language students.

Potowski (2004) studied students’ conversation in a dual-immersion classroom. The sample consisted of two students who spoke Spanish as a first language and two students who were learning Spanish as a second language. Spanish was used primarily for on-task topics. She concluded that Spanish was used 82% of the time with the teacher, but only 32% of the time with peers. These data showed no significant differences based on native language. Her study did not include information on which types of learning activities promoted the use of Spanish.

Heritage Language Learners in Heritage Language Learner Classes

Based on suggestions from the theoretical literature, schools are beginning to recognize the unique needs of HLLs. However, programs specific to the heritage language learner are “in their infancy” (Brecht & Ingold, 2002, p. 4). Studies have spanned countries, heritage languages, and student grade levels. Findings indicate that these programs may be effective for some

students, although the students may prefer traditional LOTE instruction. There is still little indication as to if teachers are adopting a different approach with HLLs, as programs have a focus on the standard dialect and grammatical forms.

Researchers in Australia studied heritage language programs in several languages (Elder, 2005). The variables for this study included heritage language (Chinese, Vietnamese, and Arabic) and grade level (preschool through grade six, preschool through grade two, grades seven through nine, and grades seven through ten). Results for the Arabic program, which included the oldest students, indicated a positive significant effect for reading and writing skills, but not for speaking skills. Elder attributed these results to the fact that teachers were using a standard dialect of Arabic but students continued to use the same local dialect as their parents'. This suggests that standard dialect teaching may not increase speaking skills. However, this study is not generalizable as each program studied serviced a different age range and heritage language, there was inconsistency in the number of hours students were enrolled in these courses, and some programs included both HLLs and non-HLLs.

Beaudrie and Ducar (2005) conducted a case study at the University of Arizona to determine if beginning-level HLLs needs would be better addressed in an existing Heritage Language (HL) program. The two-part study consisted of a survey on attitudes towards Spanish and a follow-up interview. The results indicated high intrinsic and extrinsic motivations to study Spanish. "(The HLLs) admitted they were in the class because it was a requirement, but they said they also wanted to learn the language skills and be able to communicate with Spanish-speaking people" (p. 12). These researchers concluded that there is a need for beginning-level HL programs to address the unique needs of this population. "If these students had been allowed to pass unknowingly through the basic language program, their pride in their culture and self-

confidence in their abilities may have remained untapped” (p. 16). Suggestions for instructional strategies in this type of course include creating an atmosphere that fosters cultural pride, curriculum materials that include the American Council on the Teaching of Foreign Language standards (communication, culture, connections, comparisons, and community), and emphasizing a need for students to use Spanish outside of the classroom.

In a case study of Spanish-speaking students enrolled in a HLL course, the students still reported “having to exert little or no effort in their Spanish classes since much of the material being covered was already familiar to them” (Schwarzer & Petron, 2005, p. 571). The students felt they did not receive assignments more suitable for their existing level of Spanish. According to the student statements and the researcher’s observations, there was no noticeable difference between the materials and structure of the HLL course and a LOTE class of an equivalent level. The students wanted formal and informal speaking components in the course, but the researcher observed many traditional grammar and vocabulary activities. The suggestion was made to utilize “an integrated skills approach which includes speaking, reading, writing, and listening” (p. 574) in both HLL and non-HLL courses.

Heritage Language Learners in Languages Other Than English Classes

The recommendations overwhelmingly suggest separate classes for HLLs and non-HLLs, particularly at the beginning levels (Anderson, 2000; Peyton, Ranard, & McGinnis, 2001; Roca, 2000; Roca & Colombi, 2003; Salaberry & Lafford, 2006; Webb & Miller, 2000). In smaller schools, or in large schools with a small number of HLLs, it is not always possible to have a separate course for HLLs. In smaller LOTE departments, both the HLLs and the non-HLLs are enrolled in the same class. The recommendations for working with HLLs are still valid, but may

need adjustment based on the heterogeneous composition of the class. Several studies explored the differences between HLLs and non-HLLs enrolled in traditional LOTE classes.

Researchers examined classroom interaction between native and non-native instructors and heritage language students in regular university Foreign Language courses (Lacorte & Canabal, 2003). The sample was comprised of beginning through advanced level courses. They recommended that when working with HLLs in a Foreign Language classroom, teachers must know the abilities and interests of students. Recommended activities included unstructured and semi-structured interviews.

Matsunaga (2003) compared reading performances and oral skills of advanced learners of Japanese. The sample included Japanese HLLs and non-HLLs. Some HLLs were familiar with kanji, the characters used in written Japanese. The HLLs had higher oral proficiency skills than the non-HLLs, but HLLs had lower reading scores than non-HLLs who were familiar with kanji. The Japanese heritage language learners had significantly better skills on the oral assessment than the non-heritage language learners, but the Japanese heritage language learners performed significantly the same as the traditional foreign language learners on assessments of reading comprehension and reading speed. Matsunaga suggested, based on her research, that students be grouped based on the language-learning need. The HLL students should be grouped homogeneously for oral proficiency activities, but heterogeneously for reading activities.

Kondo-Brown (2005) studied 185 incoming university students that were grouped by Japanese heritage (no Japanese heritage, Japanese-speaking parent, Japanese-speaking grandparent, and Japanese heritage but grandparents did not speak Japanese). She found there was a significant difference in grammatical knowledge, listening and reading skills, self-assessed use or choice of Japanese, and self-reported number of can-do tasks for the group of students

whose parents spoke Japanese. The students of Japanese heritage who did not have a Japanese-speaking parent performed similarly on a Japanese proficiency test to students who did not have Japanese heritage. This suggests that students who have parents that speak the heritage language develop more heritage language skills regardless of academic study than students who do not have parents who speak the language.

In another study, Kondo-Brown (2001) examined the relationship between the number of years of High School Japanese and the students' demonstrated levels of receptive and productive skills among HLL and non-HLL students of Japanese, using a language proficiency test that included listening, grammar, kanji recognition, and essay writing subtests. Her results indicated that the number of years of Japanese study positively impacts receptive and productive skills in non-HLLs but may have no impact on HLLs. There was no information given on the types of activities these students were involved in during their High School classes to indicate an emphasis on the type of skills tested. Additionally, Kondo-Brown's study did not compare the receptive and productive skills of the non-HLLs prior to any study to discern if there was a measurable difference in the quality of the responses as a result of any study.

These studies suggest that although a separate class for HLLs is the optimal experience, students also benefit from traditional LOTE instruction. Literacy skills (reading and writing) seem to be an area where teachers should focus efforts for the HLL, as these students have learned oral skills (listening and speaking) from their family members. Additionally, the research advised the teachers to know the individual strengths and weaknesses of their students.

Attitudes of Heritage Language Learners in Traditional LOTE Classes

Preliminary research on Heritage Language Learners suggests they prefer traditional LOTE classes. Researchers have indicated that optimal placement for HLLs is a separate class to

address their needs, but the students report the desire to take traditional classes even if they seem overqualified. Neither instructional methods nor student achievement were addressed by these studies, and there was the absence of the instructor's perspective in the information collected during the studies.

González-Pino and Pino (2005) surveyed 200 students enrolled in first through fourth semester Spanish classes to determine the attitudes toward heritage language programs. This inquiry indicated that 45% of students self-reported being heritage speakers. Results suggested that the students did not feel the need for a separate heritage language program. The students indicated that although overqualified students are in these courses to raise their GPA, they should be able to register for these courses if they did not have prior credit. More than 11% of students felt the course was harder or progressed too quickly due to the inclusion of more proficient students. Only 7% of students felt the instructors called on the proficient students more often. There was no indication, however, that the HLLs felt the beginning-level courses were worthwhile in their language learning.

A survey of 25 Chinese Heritage Language Learners (CHLLs) at the university level was conducted to determine the language learning motivation and experiences of these students. The researcher concluded that the students felt instructors treated them differently from the non-heritage learners. "They felt that: 1) the instructors tended to restrict their use of their full language knowledge in the classroom, 2) the instructors often held different expectations towards the CHLLs during class, and/or 3) their status as a CHLL created opportunities for them to interact informally with teachers outside of class" (Weger-Guntharpe, 2006, p. 38). The students were not questioned on the worthiness of these courses. This study also did not include a comparison of HLL and non-HLL perspectives.

Attitudes of Teachers towards Heritage Language Learners

While the research suggests HLLs prefer a traditional LOTE class, the literature about the teacher's perspective indicates their support for a separate curriculum. Overwhelmingly, the teachers state the importance of knowing individual student needs, yet the teachers who are fluent speakers of a LOTE tend to support heritage language maintenance more than non-fluent speakers. Again, few studies have included the instructional practices that have been traditionally utilized with HLLs.

Researchers surveyed and interviewed K-12 teachers in California public schools to determine the influences on teacher attitudes toward HLL maintenance and bilingualism. Survey results of 69 teachers were analyzed by comparing responses of teachers with Bilingual Cross-cultural Language and Academic Development (BCLAD) or English as a Second Language (ESL) credential and those without such certification. BCLAD/ESL teachers agreed that maintenance of a heritage language positively affects students' academic endeavors. They self-report implementing classroom practices that affirm the student's home culture and language. All teachers, BCLAD/ESL and non BCLAD/ESL, agreed that heritage language maintenance leads to personal benefits. An important limitation of this survey is the fact that it was a sample of convenience, in that only 24% of teachers who were sent the survey actually participated. It is possible that teachers who have more negative views of the importance of heritage language maintenance did not feel the survey was important enough to complete. Additionally, none of the teachers surveyed was currently working in a bilingual classroom, so there is the absence of a practicing professional in these results (Lee & Oxelson, 2006).

Moll's (1988) qualitative study of excellent teachers of Latino students found that these teachers have established literacy-rich environments. His results suggest "that academic success

depends upon students mastering a wide range of ways of using language, especially written language” (p. 469). Again, however, the literature provided by the teacher was in English rather than the heritage language. Given that HLLs in traditional Spanish LOTE classes are Latino, one would assume that teachers who are successful with this population create a literature-rich environment in Spanish.

Ramos (2001) investigated the difference between teachers’ beliefs toward primary language instruction among minority students in grades K-8. Results indicated that proficiency in a second language influenced a teacher’s attitude toward primary language maintenance. The teachers who identified themselves as fluent speakers of a second language were less likely to support native language instruction. They also are less likely to report incorporating heritage language skills into the curriculum. “It appeared that teachers were guided by their own personal experiences as second language learners or speakers rather than by the knowledge or experience they had acquired” (p. 12). In considering the Languages Other Than English classroom, the teachers are expected to be fluent in the language of study but are not necessarily native or heritage speakers themselves. If a teacher’s fluency impacts the support of instructional theory, there may be a difference in the way a native or heritage-speaking teacher addresses the HLL as opposed to a non-heritage-speaking teacher does.

Researchers conducted a case study of three classes comprised entirely of heritage language learners (Romero, 2000). They observed classes for classroom environment, structure of lesson, focus/expectations of class, instructional techniques, and classroom language use. They also interviewed teachers, students, and department coordinators. The researchers found that these teachers made adjustments to the curriculum to meet the special needs of their students. The teachers all stated the importance of knowing their students personally through

formal and informal conversations. Informal assessment was often used to measure student progress. The study found that these teachers considered the individual students' abilities and interests when planning their curriculum. "Teachers were guided more by what was relevant and interesting for this population, rather than by what was easy or difficult" (p. 143). Effective teachers of HLLs, therefore, build in the students' cultural and ethnic identities, regional dialects, and a variety of literature, music, history, geography, and current events throughout the countries where the heritage language is spoken.

Researchers examined the opinions of instructors and compared that to actual practice in one university (Lacorte & Canabal, 2005). The instructors were asked about a hypothetical situation of a successful interaction at the start of the semester, and the answers were contrasted with what was viewed during a non-participant observation several weeks later. The findings show that there is a discrepancy between what the teachers hope to achieve and what the instructional practice is. The instructors hoped to establish a supportive environment where everyone participates in and benefits from conversation, but instead the observers noticed the students speaking among themselves in English, different use of the target language by the instructor when working with the heritage learners and non-heritage learners, and an exceptionally wide variety of linguistic needs among the participants. There was no indication of what practices the instructors employed with the heritage learners or non-heritage learners.

Conclusion

The existing literature on Heritage Language Learning, while drawing from practices from the fields of second language acquisition and bilingual education, points to a separate curriculum base that includes multiple registers, development of literacy skills, and cultural information. Further, the research shows that students prefer traditional LOTE classes despite the

recommendation for a separate HLL course. Researchers suggest a personalized approach to meet the unique needs and talents of HLLs, but there is no empirical evidence that teachers, particularly in traditional LOTE classes, are aware of these recommendations.

Teachers who work with HLLs in the traditional foreign language classroom must find appropriate ways to modify the curriculum to meet students' unique needs and talents. When possible, HLLs may be moved to an upper-level class through flexible programming. As HLLs may demonstrate oral/aural proficiency, curriculum compacting may be used to enrich the traditional beginning-level curriculum by adding related reading and writing components appropriate to the students' language levels. For the teachers to be able to compact the curriculum for the HLLs, additional training on working specifically with this population may be needed. Additionally, the teachers may adapt existing methods of differentiation to address HLL needs and talents. In order to determine how to best instruct HLLs, more information is needed on how current teachers are modifying the beginning-level curriculum.

CHAPTER THREE

METHODOLOGY

According to Marshall & Rossman (1999), qualitative research (a) assumes knowledge is subjective, (b) requires the researcher to maintain neutrality in an attempt to learn from the participants, and (c) views society as structured. They feel studies that are best suited to qualitative research have the following characteristics: (a) they take place in the natural world; (b) they utilize multiple interactive methods; (c) the problem is emergent rather than tightly prefigured; and (d) the problem is fundamentally interpretive. The current study explored the instructional practices of traditional Languages Other Than English (LOTE) classrooms with Heritage Language Learners (HLLs). The classroom was the natural environment for this research. Classroom observations were used to determine how teachers approached simultaneous instruction of HLLs and non-HLLs. Multiple methods were used to collect data on the instructional practices used in these classrooms. For these reasons, a qualitative approach was used for this study.

This chapter consists of eight sections. The first section includes the three research questions of this study. The second section includes information about the participants and their settings. The third section includes information about the instrumentation developed for qualitative data collection. The fifth section provides information on the design of the research, including the data collection methods. The sixth section describes the analyses used. The seventh section includes the limitations of this study, and the eighth section describes the ethical considerations in the development and analysis of this study.

Research Questions

The research questions for this study address the instructional practices used in Languages Other Than English (LOTE) classes with Heritage Language Learners (HLLs):

1. Do classroom teachers of Middle School Spanish modify instruction to address the needs of HLLs?
2. What specific instructional practices are implemented by classroom teachers of Middle School Spanish to modify instruction when addressing the needs of HLLs?
3. How do Middle School LOTE teachers' native language, experience and special training impact their ability to modify instructional practices when addressing the needs of HLLs?

These questions explored the natural setting of a Middle School Spanish class. The perspectives of the teachers and the students were addressed when seeking the answers to these questions, and those perspectives were supported by independent observations. There are many possible answers to these questions, as each teacher and each school may implement different instructional practices. Using multiple research methods ensured all perspectives were included in this study.

Description of the Setting and the Subjects

The Instructional Scenarios Questionnaire (ISQ) was electronically sent through www.questionpro.com to a sample of convenience. The subject e-mail addresses were gathered at a meeting of coordinators of Foreign Language departments in Westchester, Putnam, and Rockland counties, as well as a list of personal contacts of Spanish teachers in the area. The text of the e-mail appears in Appendix A. The recipients were asked to forward the e-mail to additional teachers that may be willing to participate in this study. Additionally, the researcher

distributed the survey to teachers attending a meeting of the Westchester Association of Foreign Language Educators. A small gift card was offered to the first 20 respondents who submitted their mailing address. A total of 29 educators responded to the demographic portion of the questionnaire, and 15 of those respondents completed the scenario questions. An additional 11 educators began the survey but did not complete the demographic portion; their answers were not included in the analysis of this study.

The respondents to this survey represent new teachers and highly experienced teachers, with the majority of teachers reporting between six and twenty years of experience. All are certified to teach at least one LOTE. All respondents reported currently working with Heritage Language Learners. Only one school reported having a Native Language Arts program and four schools reported having a Heritage Language Learner program, with one response stating that the Spanish-speaking students must study French instead of Spanish. These figures indicate that 85% of these schools have Spanish HLLs in their traditional LOTE classroom.

Five teachers were observed for this study. The teachers were selected because they agreed to participate in this part of the study and their classrooms were convenient to the researcher. All were currently teaching HLLs in traditional LOTE classes at the Checkpoint A level. Four teachers worked in School A, a middle school located in a suburban district in New York. The district is the largest in the county with a population of 6,700 students. School A is the only middle school in the district, and serves approximately 1,500 students. Less than 10% of the students are of Hispanic origin. It is an average-need school, as less than 10% of students receive free or reduced lunch. One teacher worked at School B, another middle school located in a suburban district in the same county as School A. The district has a population of 1,500 students. School B is the only middle school in the district, and serves approximately 300 students.

Approximately 16% of the students are of Hispanic origin. It is an average-need school, as 16% of students receive free or reduced lunch. Table 1 indicates the comparison of teachers who were observed for this study. These teachers completed a Teacher Data Form (Appendix B) and had the approval of their administration to participate in this part of the study.

Table 1

Comparison of Observed Teachers

| | All survey respondents | Teacher A School A | Teacher B School A | Teacher C School A | Teacher D School A | Teacher E School B |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Years of experience | Range 1-33 Mean 12.62 Median 10 | 28 | 3 | 4 | 15 | 8 |
| Native language | 61% English 29% Spanish 11% Italian | English | English | English | English | English |
| Formal coursework in HLL | 62% none 7% 1 course 31% 2 or more | 0 | 0 | 3 | 0 | 1 |
| Professional development workshop in HLL | 41% none 21% 1 workshop 38% 2 or more | 0 | 0 | 3 | 0 | 0 |

The researcher asked six teachers in School A to determine which students would be appropriate subjects for the focus-group interviews. The most important criterion was willingness to share opinions. The second criterion was HLL or non-HLL status, as there would be a focus-group representing each status. The researcher met with each student to explain the

study and the purpose for the interview. The researcher, a National Board Certified Teacher of Spanish, spoke with each HLL to assess their levels of proficiency in English and Spanish. The students were asked to have their parent or guardian sign the Informed Consent for Parents (Appendix C). The focus-groups were conducted at the researcher’s site, but none were the researcher’s current students. Table 2 provides information on each focus-group.

Table 2

Comparison of Focus-groups

| | Number of participants | Native language(s) | Grade level |
|---------|------------------------|----------------------------|-------------|
| Group A | 4 | English | 7 |
| Group B | 3 | Spanish or English/Spanish | 7 |
| Group C | 4 | English | 8 |
| Group D | 3 | Spanish or English/Spanish | 8 |

Instrumentation

Instructional Scenarios Questionnaire

The Instructional Scenarios Questionnaire (ISQ) was developed to gather information about teachers’ instructional practices. Similar questionnaires have been shown to be an effective way to research instructional practice. In a study of reform-oriented mathematics instruction, researchers found a correlation between teacher responses to structured classroom vignettes and the information gathered through classroom observations, surveys, and logs (Stecher et al., 2006).

The ISQ was piloted by three teachers not included in the sample. Answers to the ISQ were typical of the expected responses, and they showed that the ISQ would provide useful data for the study. The ISQ was sent to a Jury of Experts that consisted of teachers, department coordinators, and foreign language education consultants to establish content validity, which refers to the issues, wording, and design of an instrument and its ability to measure what it was designed to measure (Best & Kahn, 2006). A Jury of Experts has been suggested to determine “how effectively (a questionnaire) samples significant aspects of its purpose, providing estimates of content validity” (p. 324). Table 3 details the members of the Jury of Experts. The Content Validity Questionnaire sent to members of the Jury of Experts is included in Appendix D. Using feedback from the first five Jury members listed, the ISQ was adapted to include a Likert-scale component. This format, which compares the frequency of an instructional practice with different populations, was used by researchers examining the instructional practices for gifted and talented students in regular classrooms (Archambault et al., 1993). The adapted survey was piloted with two teachers and then sent to the additional members of the Jury of Experts. The ISQ appears in Appendix E.

Table 3

Jury of Experts

| Jury Member | Area of Expertise | Professional Affiliation |
|-------------|--|---|
| Member 1 | Educational Consultant | American Council on the Teaching of Foreign Languages (ACTFL) |
| Member 2 | National Board Certified Teacher, World Languages Other than English. (WLOE) | Cosgrove Middle School Spencerport, New York |
| Member 3 | Teacher, Spanish and French | Lakeland High School Yorktown Heights, New York |
| Member 4 | Director, Teacher Preparation Center | Princeton University |
| Member 5 | National Board Certified Teacher, WLOE | Goldsboro High School, Wayne County, North Carolina |
| Member 6 | Teacher, Spanish | Bloomington High School Bloomington, Illinois |
| Member 7 | Teacher, Spanish | Waynesboro High School Waynesboro, Virginia |

Table 3 (*continued*)

Jury of Experts

| | | |
|----------|---|--|
| Member 8 | National Board Certified Teacher, WLOE | Potomac Falls High School Potomac Falls, Virginia |
| Member 9 | Teacher, Spanish | Wilton High School Wilton, Connecticut |

The jury members felt the student descriptions were accurate. All ten jury members agreed that the student descriptions were students of typical age for Middle School learners and that they are realistic portrayals of typical students taught by the jury members. All members felt the student descriptions represented a variety of typical HLLs. Eight jury members reported that the descriptions were clear and easy to understand. The two university professors noted that the situations represent typical Middle School HLLs, but are unclear because they may not be realistic situations of HLLs enrolled in LOTE classes. However, two members commented that they have taught similar HLLs in mixed classes of HLLs and non-HLLs.

All but one jury member felt the unit descriptions were accurate. Four out of five members felt the unit descriptions included the vocabulary represented by the LOTE Checkpoint A New York State curriculum. The other five members were not familiar with the LOTE Checkpoint A New York State curriculum; several commented that they are similar to their beginning-level state curriculum. Nine jury members felt the unit descriptions included grammar concepts typically included in a beginning-level Spanish course. One jury member expressed concern over the range of students described, citing that the students represent a number of ability levels.

Most members felt the questions were appropriate. Eight members said the questions could be answered based on the information provided by the accompanying scenarios. One teacher felt more detail was necessary to answer the questions. There was only one jury member who felt the unit descriptions were not worded clearly.

The results of the Jury of Experts indicated that the survey had content validity. One jury member expressed concerns as to the appropriate placement of the HLLs in the LOTE class described in each scenario. As noted in the research literature, with which this jury member is most familiar, the suggested placement for HLLs is in a separate class that addresses their unique needs and talents. However, the current teachers reported and validated the inclusion of the students described in the scenarios. As the questions were validated by the other members of the jury, especially comments made by teachers currently working with HLLs, it was determined that the concerns expressed by the jury member should be considered as those of a researcher rather than a practicing teacher.

Classroom Observations

Drawing from an observational study of gifted and talented students in regular classrooms (Westberg, Archambault, Dobyms, & Salvin, 1993), an *Instructional Practices Record* (IPR) (Appendix F) was developed for note-taking during the classroom observations. The IPR lists the language learning skills and instructional practices used in the LOTE classroom and requires the observer to focus on two students, one HLL and one non-HLL.

The IPR was piloted in two classrooms not intended for the study. The researcher and a trained colleague viewed the videotape of a classroom lesson and completed the IPR. The two observers did not have similar information on the IPR, so the form was redrafted based on feedback from the observing colleague. The researcher and another colleague viewed the second

classroom lesson videotape using the revised form. Specific codes were added to describe language learning skills and instructional practices. By increasing the descriptive elements of the instrument, the researcher and her colleague were able to collect more similar data. This procedure established inter-scorer reliability (Best & Kahn, 2006).

Focus-Group Interviews

The questions for the interviews were developed based on previous research on HLLs and non-HLLs. Ten questions were piloted with a group of three eighth-grade HLLs. The answers were among the range of what could be expected, indicating the questions were appropriate for the age groups and the topic. During the interview, the researcher found it necessary to add two follow-up questions that were later incorporated into the question set. The questions for the focus-group interview appear in Appendix G. The first focus-group interview lasted twelve minutes. The complete set of questions was then piloted with three eighth-grade non-HLLs. The answers were similar to findings by González-Pino and Pino (2005) indicating the questions were appropriate for both HLLs and non-HLLs. The second focus-group interview lasted twenty-three minutes. All students were selected to participate in the focus-group interview by their classroom teacher. The only selection criterion was HLL or non-HLL status. It was noted that all students in the non-HLL focus-group were high-achievers, which may account for the extended duration of that interview. Based on the group composition, it was determined that mixed-ability groups would provide a more detailed account of instructional practices in each classroom.

Description of the Research Design

Patton (2002) suggests using a naturalistic inquiry method to study real-world situations. For this reason, the researcher observed teachers and students in the LOTE classroom to gain a better perspective on the instructional practices used with HLLs. Triangulation, or the collection of data from multiple sources, was an important consideration in this study. Data were collected directly from teachers in the form of the ISQ. Data were collected directly from students in the form of focus-group interviews. Data were collected by the researcher during classroom observations in the form of the IPR and field notes.

A multiple case-study approach was used in this study. The researcher determined that to gain a better understanding of the phenomenon, it would be necessary to collect information from a variety of classrooms. The researcher collected ISQ data from all teachers willing to participate. The number of observations was determined as data were collected to ensure a detailed description of the phenomenon. Focus-group interviews were conducted at the school where most of the classroom observations took place.

The researcher personally contacted all teachers prior to the observation. Maxwell (1998) stressed the importance of developing a relationship between the researcher and those being studied. The observation times were scheduled in advance, based on the mutual convenience of the teachers and researcher. The teachers did not provide a written lesson plan prior to the observation. The researcher stressed the importance of teaching the class as would normally be done. The researcher requested to sit near a HLL for all but one observation, so that quiet conversation between HLL and non-HLL could be observed and recorded.

The students selected for the focus-group interviews were all recommended by their Spanish teacher for participation. Prior to the interview, the researcher met with the students to

explain the purpose of the interview and to request their parents sign the Informed Consent. All students interviewed had met the researcher prior to the interview, and some students knew the researcher from other school activities. The researcher decided that students would be more willing to share their positive and negative experiences if they were not speaking directly to the teacher who planned those instructional activities. For this reason, the participants in the eighth-grade groups were not students in the researcher's class the previous year. However, one participant in each seventh-grade group was a current student in the researcher's class. Since the interviews occurred less than two months into the school year, it was determined that student familiarity with the teacher would not be as great an influence as if the interviews were conducted towards the end of the school year.

Description and Justification of the Analyses

HyperRESEARCH was selected for the coding and data analysis because of availability, training, and ease of use. The researcher completed the program tutorial and participated in study group sessions to become more familiar with this software.

The responses to the open-ended questions on the instructional scenarios questionnaire, observations on the IPR, and focus-group statements were coded using HyperRESEARCH. The researcher began by coding instances of differentiation using Lowe's (2002) list of differentiation strategies for Modern Language classes. Instances of differentiation were also coded based on the involved teacher's experience, training, and native language. The responses were also coded by language learning skill (listening, speaking, reading, writing, vocabulary, grammar, culture). Descriptive data (teacher native language, experience, and training to work with HLLs) were coded using Microsoft Excel.

The researcher met with two colleagues separately to review the coding. The first colleague had experience and training in differentiation strategies. The second colleague had experience working with HLLs in traditional LOTE classes and had many discussions on the topic with the researcher prior to reviewing the codes. The researcher began each meeting by explaining the process of coding and the purpose of recoding. She provided a list of codes, definitions, and examples of each code (Appendix H).

The first colleague was given two sets of open-ended responses to the instructional scenarios questionnaire. The researcher had identified 22 instances of differentiation strategies between these two sets of responses; the colleague provided the same code for 18 of those responses (82% agreement). The same process was used with two sets of observations on the IPR. The researcher identified three instances of differentiation strategies between these two sets of responses; the colleague provided the same code for all three responses (100% agreement). In this way, it was determined that the techniques used by the researcher to identify differentiation strategies could be replicated using the same data.

The second colleague was given the same two sets of open-ended responses to the instructional scenarios questionnaire. The researcher asked the colleague to label responses by language learning skill (listening, speaking, reading, writing, vocabulary, grammar, and culture). There was 100% agreement in the language learning skill codes. In this way, it was determined that the techniques used by the researcher to describe language learning skills could be replicated using the same data.

The researcher then asked the second colleague to identify instances of differentiation strategies using the same codes as the first colleague. This colleague provided the same code as the researcher for 16 out of 22 responses and the same code for 15 out of 18 as the first colleague

on the instructional scenarios questionnaire. Finally, the researcher asked the second colleague to read the transcript of the eighth-grade HLL focus-group interview. Both the researcher and the colleague did not find any instances of differentiation strategies. The researcher then provided a definition of curriculum compacting and asked the colleague to identify instances where students described the possibility of differentiation or curriculum compacting. The colleague identified the same four instances as the researcher.

Data Collection Procedures and Timeline

When it was determined that the ISQ indeed had content validity, it was formatted on www.questionpro.com. This secured site enabled the researcher to send the survey link through e-mail to the sample. E-mail addresses of LOTE department coordinators were collected at a regional coordinators meeting in May, 2007, and the survey was sent to each coordinator the following month. Personal contacts of the researcher and her primary research advisor were asked in July, 2007 to complete the survey and forward the link to colleagues. Finally, the researcher gave a short presentation at a meeting of the Westchester Association of Foreign Language Educators in September, 2007 and asked attendees to complete the survey. The respondents completed the survey online and the researcher was able to download the responses on an Excel spreadsheet for future analysis. Survey collection began on May 21, 2007 and ended on September 30, 2007.

For the second part of the study, the researcher personally contacted the respondents to discuss classroom observations and interviews. The researcher is a full-time LOTE teacher in School A. She met with the principal to explain the IPR and provide the list of interview questions. The principal gave consent to use School A for this part of the study. The teacher from School B asked for her principal's consent, and the researcher met with the principal briefly to

further discuss the study. He asked to see the IPR prior to granting permission to use his school in this study.

The researcher contacted the teachers personally to arrange times for classroom observations. IPRs were completed by the researcher during each observation. The researcher arrived immediately before the observation and left following student dismissal. Teachers were contacted later to review the IPR data. The observations took place between October 3, 2007 and November 2, 2007.

Seven LOTE teachers in School A were asked to submit names of students to be included in the focus-group interviews. These teachers represent the entire LOTE department with the exception of the researcher, who is also a LOTE teacher in this school. The teachers were asked to give the names of two high-achieving and two average- or low-achieving HLLs, and the names of two high-achieving and two average- or low-achieving non-HLLs. Three eighth-grade teachers responded. The researcher selected students who were not previously in her class and sought a mix of teacher and student achievement levels in both the HLL and non-HLL groups. Two seventh-grade teachers responded. The researcher included one of her average- or low-achieving current students in each group, thereby achieving a similar mix of teacher and student achievement levels in both the HLL and non-HLL groups. The researcher spoke with each student selected for participation in the study before distributing the Informed Consent Form. The researcher introduced herself to the students she did not already know, she explained the purpose of the focus-group interview, and she invited the students to participate. This conversation was conducted in Spanish with the HLLs to quickly assess their level of oral proficiency. The Informed Consent Forms were distributed the week prior to the interviews,

which occurred between November 7 and November 14, 2007. The four focus-group interviews were recorded and transcribed by the researcher. Table 4 details the data collection timeline.

Table 4

Data Collection Procedures and Timeline

| Month | Data collection activity |
|-------------------------------|--|
| May 2007 | The researcher e-mailed the Instructional Scenarios Questionnaire to coordinators of Foreign Languages departments in Westchester, Putnam, and Rockland counties and a sample of convenience of teachers in New York State, Connecticut, and New Jersey. |
| June 2007 – September 2007 | The researcher collected responses to the Questionnaire using www.questionpro.com software. |
| September 2007 | The researcher presented the ISQ to members of the Westchester Association of Foreign Language Educators. |
| October 2007 | The researcher observed seven classes in which heritage language learners were enrolled. |
| November 2007 | The researcher conducted four student focus-group interviews. |
| November 2007 | The researcher coded and analyzed the data collected from the ISQ, observations, and interviews. |

Limitations of the Study

Care was taken to minimize the effects of the limitations of this study. As this was a sample of convenience, the results may not be representative of all LOTE classrooms with HLLs.

Each teacher observed had a prior relationship with the researcher. This may imply the teacher adjusted instruction based on previous conversations with the researcher about the topic of HLLs. Additionally, a one-time observation like the one in this study will not show a teacher's full range of instructional practice. As the researcher was familiar with each teacher prior to the observation, it was essential that the researcher maintain a neutral perspective during the observations. For this reason, the IPR did not incorporate value statements. The use of field notes by the researcher permitted her to record these value statements, but the statements were not included in the data to be coded.

Ethics Statement

Permission to participate in this research was sought from each district's superintendent, each school principal, and all parents of students. To assure confidentiality, each participant was assigned a confidential identification number. All data were stored in a locked filing cabinet in the researcher's home or office and will be maintained there until the findings have been published, accessible only to other researchers for whom the data will prove useful in further comparative analyses and who are enrolled in Western Connecticut State University's Doctor of Education in Instructional Leadership Program.

CHAPTER FOUR

ANALYSIS OF DATA

This research study included an investigation of the instructional practices used with Spanish Heritage Language Learners (HLLs) in traditional beginning level Languages Other Than English (LOTE) classes. Qualitative research methods (Guba & Lincoln, 1994) were employed to determine if and how teachers were modifying instruction to meet the unique needs and talents of HLLs. Curriculum compacting was the learning theory that served as the basis of the study.

This chapter reports analysis of the data. The researcher gathered data to investigate the instructional practices in beginning-level LOTE classes. The data sources for the study included teacher surveys, classroom observations, and student focus-group interviews. Fifteen teachers answered survey questions that explored the instructional activities they were likely to utilize in their classes. Five teachers were observed during instruction; two teachers were observed for two class periods each; and three teachers were observed for one class period each. Four focus-group interviews were formed according to HLL non-HLL status and grade level (seventh grade and eighth grade). The students in each focus-group had different teachers but the common threads in each group were HLL status and grade level. All student quotes in this chapter were unedited. Pseudonyms were used for all participants.

Research Questions

By using a multiple case study approach, this research explored the instructional practices for HLLs in traditional Middle School Spanish Classes with the following questions:

1. Do classroom teachers of Middle School Spanish modify instruction to address the needs of HLLs?

2. What specific instructional practices are implemented by classroom teachers of Middle School Spanish to modify instruction when addressing the needs of HLLs?
3. How do Middle School LOTE teachers' native language, experience and special training impact their ability to modify instructional practices when addressing the needs of HLLs?

Description of the Analyses

Instructional Scenarios Questionnaire: Part I

The Instructional Scenarios Questionnaire (ISQ) presented two HLLs of different levels of Spanish proficiencies. Alejandro's family was not well-educated and spoke little English, but he spoke little Spanish with his family and chose to communicate more often in English. He understands spoken Spanish but does not read or write Spanish, and his father cannot read Spanish well. Conversely, Stefanie's family was well-educated in both English and Spanish, and she also attended Saturday Spanish-language instruction coordinated by the Spanish Embassy. Each student was presented in the context of typical beginning-level instructional unit that included vocabulary and grammar topics. The respondents were asked identical open-ended questions for each student scenario. Fifteen respondents answered these questions. Appendix E (Instructional Scenarios Questionnaire) contains the complete scenarios.

HyperRESEARCH was used to code the responses to these scenarios.

“HyperRESEARCH™ is an easy to use qualitative data analysis software package enabling you to code and retrieve, build theories, and conduct analyses of your data (ResearchWare, Inc., 2007)”. The coding at first included the demographic information about teachers (experience, native language, and training), and language learning skill (listening, speaking, reading, writing, and cultural awareness). The coding was later expanded to include common activities mentioned

by teachers (translation, vocabulary, grammar, and tutoring) and students (grammar rules and no differentiation). The researcher again reviewed the literature to determine if the activities recommended in the literature were, in fact, present in the data. The coding was expanded to include different methods of differentiation (by resource, interest, support, class, task, outcome, and curriculum compacting) and suggested target areas for HLL (realia, higher registers of speech, and writing for purpose).

Instructional Scenarios Questionnaire: Part II

The Instructional Scenarios Questionnaire then presented two additional students, one HLL and one high-functioning non-HLL, faced with the same instructional unit. The respondents were asked to use a Likert scale to rate the likelihood that they would assign the given activities to each student. Fifteen respondents answered these questions. The researcher used Microsoft Excel to sort the data received from the Likert section of the ISQ. Each teacher's responses to the activities suggested for the HLL and the non-HLL were compared, yielding three levels of answers. The researcher used Microsoft Excel to sort the data to determine the roles of teacher experience, native language, and training on the selection of different activities for the HLL and non-HLL. The data also were sorted by the frequency of response for the HLL and non-HLL, as well as the frequency of different answers.

Classroom Observations

The Instructional Practices Record was used to record observations during seven classroom visits. In each observation, the researcher recorded information about the instructional activity and the participation of a HLL and a non-HLL. Twenty-nine instructional activities were recorded. HyperRESEARCH was used to code the classroom observations using the codes that

were developed during analysis of the Instructional Scenarios Questionnaire. One additional code was added after reviewing the data collected during the classroom observations.

Focus-group Interviews

Four focus-groups were conducted, two with HLLs and two with non-HLLs. A total of fourteen students representing eight teachers were included in the focus-group interviews. The interviews were analyzed using HyperRESEARCH with the codes developed previously. The data were transferred to an Excel spreadsheet for a comparative analysis of the responses of the HLL and the non-HLL students.

Findings

Two themes emerged during the analysis of the data. On both parts of the Instructional Scenarios Questionnaire, there is evidence to support that teachers are modifying instruction to meet the unique vocabulary and grammar needs of HLLs, but there was little support of this in either classroom observations or focus-group interviews. The students expressed frustration at the lack of differentiation, citing an emphasis on an application of grammar rules and the lack of realia. The findings of this study will be presented by describing the outcome of each instrument in response to the individual research questions.

Research Question One

The first research question was, do classroom teachers of Middle School Spanish modify instruction to address the needs of HLLs? The data from both parts of the Instructional Scenarios Questionnaire, the classroom observations, and the focus-group interviews were analyzed to determine if teachers are assigning different activities to HLLs and non-HLLs.

Instructional Scenarios Questionnaire: Part I. The teachers were asked to describe activities for two HLLs in different units. Fifty-two out of 117 responses (44%) describe

activities that represent modification strategies that meet the needs of the HLLs described in the scenarios.

Alejandro was described as a less proficient HLL, and his scenario involved family relationships. Stefanie was described as a more-proficient HLL, and her scenario involved international travel procedures. Since Alejandro is more similar to the traditional LOTE student, it was expected that teachers would describe more traditional activities for him and more advanced and independent work for Stefanie. However, the teachers more frequently reported modification strategies when addressing Alejandro's scenario than Stefanie's. Twenty-seven responses indicated differentiation strategies to meet Alejandro's needs, while 25 responses indicated strategies to address Stefanie's needs. Stefanie, however, is more unlike the traditional beginning-level LOTE student. One respondent suggested a separate class for Stefanie and did not answer three additional questions in the scenario that might have provided additional information regarding differentiation strategies. The results of the open-ended questions suggest that teachers are able to modify instruction to meet the needs of HLLs.

The teachers responded with modification strategies more frequently for Alejandro ($n = 27$) than for Stefanie ($n = 25$), but only half of the modifications recommended suggested differentiation of the curriculum as opposed to altering a single assignment. Two teachers did not describe any activities that would represent modification of the existing curriculum for either Alejandro or Stefanie. Figure 1 shows the frequency of modification strategies described by teachers in the open-ended scenarios.

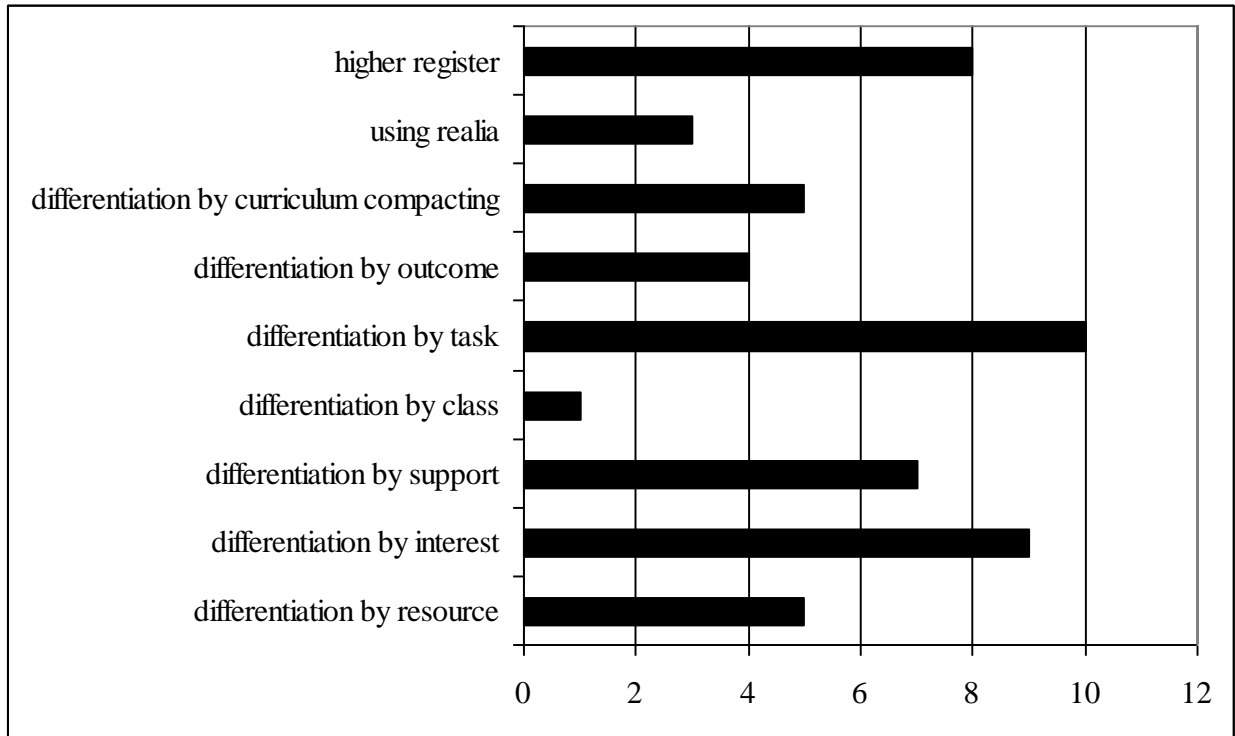


Figure 1. Frequency of modification strategies.

The most common modification strategy recommended was *differentiation by task* which was described in ten responses, followed by *differentiation by interest* which was represented in nine responses. For an activity to be coded as differentiation by task, there must have been a stated change in the expectations for this student from what was expected for the majority of students in the class. For an activity to be coded as differentiation by interest, the activity must have provided students with a range of choices. Based on these results, the teachers report they are modifying instruction to meet the needs of HLLs, as the activities described are different from those presented to all students.

Alejandro’s scenario involved family relationships. One question asked the respondents to “describe an activity that would expand the Spanish vocabulary (family members, descriptions) in this unit for Alejandro.”

Differentiation by task: Alejandro could be given a family tree of another student in his class or a fictional family that includes family members he does not have and also characteristics that are different from his Hispanic family. He could be asked different questions to determine the identity of the people in the family tree.

While this response indicates that Alejandro is doing something different from his classmates because he will be working with a family not his own, the requirements for Alejandro seem to be the same as for other students. The only difference in this lesson is that other students are presumably using their own families to answer the questions while Alejandro's tree may include the vocabulary required for the rest of the class, but not true to Alejandro's real family. This respondent did indicate that Alejandro would label a family tree in Spanish as an assessment of prior knowledge, so it was assumed that the teacher would be able to select a tree that represented vocabulary that was not part of Alejandro's family structure. However, it was not clear whether the vocabulary in the family tree was, indeed, new vocabulary for Alejandro.

Differentiation by outcome: Create a photo album or student book about extended family members. Require the use of new / enrichment vocabulary / structures in Alejandro's book (different from the rest of the class).

This response indicates that the vocabulary and structures that Alejandro is expected to use is different from the rest of the class, but it does not indicate that the assignment is different. Therefore, it was assumed that all students in the class were expected to create a photo album, but Alejandro's book would include additional vocabulary. This respondent indicated that Alejandro would be interviewed orally and would complete a written pretest as assessments of prior knowledge, so it was assumed that the teacher would be able to include requirements in the book that Alejandro did not appear to have previously mastered.

Differentiation by compacting: I would create a vocabulary list based on what he knows or doesn't know.

This response indicates that a vocabulary list would be prepared especially for Alejandro, reflecting his prior knowledge. This respondent indicated that there would be oral and written assessments of Alejandro's prior knowledge, so it was assumed that the teacher would have a good understanding of Alejandro's vocabulary prior to preparing this new list. The respondent did not state specific instructional activities to help Alejandro master the new vocabulary.

Stefanie's scenario involved international travel. One question asked the respondents to "describe an activity that would expand the Spanish vocabulary (vacation activities, airport and hotel procedures) in this unit for Stefanie."

Differentiation by task: Depending on Stefanie's level, Stefanie could write a conversation taking place between a traveler and a baggage handler at the airport. This response suggests that the respondent will consider Stefanie's prior knowledge when planning this activity. However, the respondent indicated that assessment of prior knowledge would involve role-plays of situations between an airport passenger and a travel agent, and between a receptionist and a traveler. Assuming the prior assessment activity was assigned only to Stefanie, the expansion activity would include vocabulary not expected from other students.

Differentiation by outcome: Stefanie could be asked to assume the role of a travel agent and create an itinerary for a family who would be traveling to a country other than Spain. It would be best if the climate, customs and activities in this area were different if not opposite of what Stefanie does when she travels.

This activity is also similar to the described assessment of prior knowledge, which required Stefanie to tell what her plans were for her upcoming summer in Spain. It was assumed that the

rest of the class would complete a similar activity but only Stefanie would be restricted in her country choice. By limiting Stefanie's choices, the respondent would be requiring her to use vocabulary that is different from her prior knowledge assessment. However, there is no indication that this would be vocabulary that Stefanie had not mastered prior to this unit of instruction.

Differentiation by outcome: Write a vacation plan for your classmates who have never been to Spain. Include recommendations for things you have done and others you haven't but think would be interesting.

This response does not indicate expansion of the vocabulary, as the prior knowledge assessment described by this respondent was to write a similar essay but for Stefanie's own plans. This response does indicate expansion of the grammar in this unit (immediate future construction), as the prior knowledge assessment would be written in the first person (*I* form of the verbs), but the follow-up activity would be written in the third person (*he* or *she* form of the verb).

Instructional Scenarios Questionnaire: Part II. The respondents were asked to consider two student scenarios, an HLL and a high-achieving non-HLL, in the same instructional unit. They had to determine the likelihood with which they would assign a specific activity (very likely, probably, possibly, not likely) for each scenario. A comparison of responses by the same teacher showed that 41.67% of the time, respondents provided different answers to the HLL and non-HLL scenarios. In every activity listed, the respondents more frequently provided the same likelihood of assigning each activity to the two students. The results of the Likert scale responses suggest teachers modify instruction to meet the needs of HLLs, but not all of the time.

Table 5 shows a frequency comparison of responses indicating an activity would be recommended (indicated by a response of either "very likely" or "probably") for the HLL and

non-HLL scenario. One activity (compose an e-mail in Spanish to a friend giving directions to your house from school) was recommended at an equal rate for both the HLL and non-HLL scenario. These data provide support that the teachers use HLL status as a consideration in assigning activities.

Table 5

Frequency of Recommended Activities for HLL and non-HLL Scenarios

| Instructional activity suggested | Marcos (HLL) | Jill (non-HLL) |
|---|-----------------|-------------------|
| 1. label a town map in Spanish | 12 | 13 |
| 2. read an article from the Spanish newspaper <i>El País</i> and answer related questions | 7 | 6 |
| 3. translate a paragraph from Spanish to English | 3 | 5 |
| 4. translate a paragraph from English to Spanish | 2 | 4 |
| 5. complete a cloze passage with the appropriate form of <i>estar</i> | 11 | 12 |
| 6. practice verb conjugation using a computer program or online site such as www.conjuguemos.com | 9 | 12 |
| 7. give directions orally in Spanish to a classmate using a map | 15 | 13 |
| 8. compose an e-mail in Spanish to a friend giving directions to your house from school | 12 | 12 |
| 9. make a presentation in Spanish to a group of teachers from Spain about why your town should be selected as the site of an exchange program | 9 | 5 |
| 10. read listings from a travel brochure about places in town | 11 | 10 |
| 11. read the poem <i>La calle</i> by Octavio Paz and write a similar poem in Spanish | 6 | 4 |

Table 5 (*continued*).

| Instructional activity suggested | Marcos (HLL) | Jill (non-HLL) |
|--|-----------------|-------------------|
| 12. prepare a presentation in English about a famous city in Mexico | 4 | 7 |
| 13. illustrate a town based on a description in Spanish you hear | 12 | 15 |
| 14. create a rap song based on the forms of <i>estar</i> | 8 | 11 |
| 15. define places in town in Spanish by stating what common activities take place there | 12 | 13 |
| 16. create a brochure in Spanish that would persuade someone to visit a fictional town | 13 | 12 |

Classroom observations. In every class observed, the HLLs and non-HLLs participated in the same activities. There were instances of differentiation in two classes, both with the same teacher. In one class, the HLL asked questions about the lesson in Spanish, and the teacher responded in Spanish before translating to the other students in the class. In the other class, the students were playing a game involving translating phrases. The teacher said a phrase in English to the non-HLLs, who competed to see who could match the appropriate modal verb phrase. For the HLLs, the teacher said a scenario that would require one of the same modal phrases. These activities represented differentiation by task, as the expectations for the HLLs were different from the expectations for the traditional LOTE students for the same instructional activity. The teacher established an environment where the HLLs were able to converse in Spanish as easily as the non-HLLs conversed in English. This helped the HLLs feel that they were a part of the

learning community rather having already mastered all of the content. Additionally, the non-HLLs saw that the HLLs were not enrolled in the class to earn an easy grade, but rather because they still needed to learn more about the Spanish language.

In the other four classrooms, during five observations, there was no observation of differentiation strategies. HLLs and non-HLLs participated in the same activities and the teachers did not provide any additional vocabulary, resources, or support.

Twenty-seven activities were observed during seven classroom observations. There was no differentiation observed in 25 activities (93%). The results of the classroom observations indicate that teachers do not modify instruction to meet the needs of HLLs.

Focus-group Interviews. In every interview, the HLLs stated that they participated in the same activities as their traditional LOTE classmates. Although the HLLs and non-HLLs were in separate interviews, many of the same activities were described.

All of the students in the focus-groups said their teacher speaks in Spanish often during class. Table 6 shows some statements made by students in response to the question, “When does your teacher speak in Spanish?” The seventh-grade students described speaking activities such as asking to go to the bathroom and asking questions of personal identification (i.e., What’s your name? How old are you?) The eighth-grade students said their teachers gave directions and introduced new topics in Spanish. Six out of seven HLLs stated that the teacher has conversations with him or her in Spanish, but none of the non-HLLs reported having conversations in Spanish that go beyond basic expressions.

Table 6

Student Statements of Spanish-Language Usage by LOTE Teachers

| Statements made by HLLs: | Statements made by non-HLLs: |
|---|---|
| 1. “She started making us ask for bathroom and water in Spanish.” | 1. “She tells us to open our notebook and she makes us ask to go to the bathroom in |
| 2. “We ask questions like where you live, how old are you, and what do you like to do and what you don’t.” | Spanish. 2. “We do worksheets occasionally. And the majority of the time she’s not (speaking) in |
| 3. “She speaks Spanish when she’s going over the homework and she reads the sentences, and then that’s it basically,” | Spanish, but she’s an excellent teacher.” |
| | 3. “She doesn’t talk that much in Spanish but we do a lot of worksheets, I guess. She talks in Spanish only when she’s explaining to us at first, and going over worksheets.” |

Similar literacy activities were reported by the HLLs and non-HLLs. The students in all interviews reported writing letters to imaginary pen pals. All eighth-grade students reported writing an autobiography, but only one HLL said that her teacher asked her to add additional phrases. Other examples of writing activities mentioned by the students were letters to friends and letters to imaginary pen pals. The students did not think they would be sending the letters to real people, but only the teacher would read the letters and grade them. None of the students reported writing for formal audiences or for publication.

Two out of 14 students discussed the availability of magazines in Spanish. One eighth-grade non-HLL described an activity the previous year with a magazine designed for students of Spanish. Another eighth-grade non-HLL said that the teacher has magazines available as enrichment:

Our teacher, we get most of the material out of textbooks, but if we finish a test or something early, she has a lot of Spanish magazines that we can read and they're pretty informative. If you're on the ball that day you can understand most of it. They're like actual Mexican magazines.

The seven eighth-grade HLLs did not provide information about magazines or newspapers. In fact, the eighth-grade HLLs said that they've never seen a lesson that included anything other than formal textbook materials. None of the seventh-grade students reported using magazines or newspapers in their class. However, since these students had only been studying Spanish for two months, they agreed that they probably wouldn't understand much.

Overall findings. The first research question asked if the teachers were modifying instruction to meet the needs of the HLLs. The teachers described activities that differentiate instruction in their responses to the open-ended scenario questions. The responses on Part II of the questionnaire were often different for the HLL and non-HLL. There is support that the teachers understand how and when to modify instruction to meet the needs of HLLs. Few examples of differentiation were observed during the classroom observations, as the HLLs and non-HLLs participated in the same activities with almost identical tasks and outcomes. The HLLs and non-HLLs at the same grade level with the same teacher are reporting the same activities. Although the teachers are aware of methods for differentiating instruction, there is

little support gathered in either the classroom observations or the focus-group interviews that the teachers are modifying instructional practices to address the needs of HLLs.

Research Question Two

The second research question was, what specific instructional practices are implemented by classroom teachers of Middle School Spanish to modify instruction when addressing the needs of HLLs? The data from both parts of the Instructional Scenarios Questionnaire, the classroom observations, and the focus-group interviews were analyzed to determine what instructional activities were being assigned to the HLLs.

Instructional Scenarios Questionnaire: Part I. The teachers often described having the HLLs tell the class about their experiences. However, these activities did not represent modification of the existing curriculum for Alejandro and Stefanie; they only helped to expose the other students to additional elements of the Spanish-speaking world. Table 7 shows the responses that describe HLL activities as enrichment for non-HLL classmates.

Table 7

Suggested Activities to Enrich Traditional LOTE Curriculum for HLLs

| Question | Responses |
|--|--|
| How would you incorporate Stefanie’s Spanish heritage into this unit? | <ol style="list-style-type: none"> <li data-bbox="824 443 1443 701">1. Add the geography of her family’s area. Have her find interesting things to do and share. Discuss the facts about summer school and Saturday school. <li data-bbox="824 737 1443 848">2. Ask her to bring in Spanish realia to use as examples. |
| Describe an activity that would expand the Spanish vocabulary (family members, descriptions) in this unit for Alejandro. | <ol style="list-style-type: none"> <li data-bbox="824 884 1443 1213">1. Alejandro would be able to share vocabulary regarding the extended family. Alejandro would also be able to share what the ‘nuclear’ family may mean in many Spanish speaking countries (i.e., extended). |

These activities involved Alejandro and Stefanie learning more about their respective countries and teaching classmates about these countries rather than exposing the HLLs to additional cultures within the Spanish-speaking world.

The modification strategies least often described by the respondents are the ones that are most frequently represented in the literature about heritage language learning. One teacher suggested assessing Stefanie, the higher-functioning student, and placing her in a more appropriate class given her language abilities. That teacher did not describe any modification strategies for Alejandro, despite his proficiency in Spanish. When asked to “describe an activity

addressing the grammar topics (*ser*, adjective agreement, possessive adjectives) in this unit for Alejandro,” the teacher responded that the activities would be the same for him as for the rest of the class. “Alejandro does not have any more knowledge of grammar [sic] than the rest of the class. He has only heard the language.” The activity described by this teacher to assess Alejandro’s prior knowledge focused only on vocabulary, so the teacher would not be able to determine if he had learned some proper grammatical structures through conversations with his family. This teacher recommended a different class for the more-proficient student but did not address the needs of the less-proficient student.

Four out of fifteen respondents suggested requiring the students to use higher registers of Spanish than normally would be used in a beginning level Spanish course. For example, “Stefanie could create a travel brochure for her fellow students. Her travel brochure could include her own pictures/photos, recommendations for her favorite places to visit, eat, or shop.” Such a brochure would be a formal publication, written using the *Usted* form of verbs rather than the conversational *tú* form students often use. While both forms of the verbs are part of the beginning level Spanish course, the students at this level are generally not expected to write for a formal publication.

Two out of fifteen respondents described techniques consistent with Curriculum Compacting. The teachers were asked to describe a way to assess prior knowledge and then describe some activities which would expand the vocabulary and grammar topics. Table 8 shows the Curriculum Compacting strategies suggested by the respondents to address family member vocabulary.

Table 8

Curriculum compacting strategies suggested by respondents

| Respondent | Assessment of prior knowledge | Activity to expand vocabulary | Activity to expand grammar |
|------------|---|--|--|
| 1 | Write a description of your family in Spanish. How many members are there? Who are they and what are they like. | Describe in Spanish what each family member does for a living (professions)? Where does each work or go to school? | |
| 2 | Review family vocabulary and see what he remembers (immediate and extended family). Incorporate 'tener.' | Teach about pets and family activities, description of each family member. | He can create a family tree and pick five out of 20 members to write about including the physical description of that person and their likes/dislikes. |

Both responses in Table 8 provide a clear assessment activity that would guarantee proficiency in the basic curriculum area. These responses incorporate all of the vocabulary mentioned in the scenario. If it were determined that Alejandro already knew the expected vocabulary for the unit, the responses included clear descriptions of enrichment vocabulary and skills to be incorporated

in the compacted unit. The first respondent would include occupation and related education vocabulary. The second respondent would include additional vocabulary dealing with pets, family activities, and likes and dislikes. Also, the irregular verb *tener* is assessed, which would expand the grammar part of this unit, not a stated objective in the scenario but a component of a beginning-level Spanish curriculum. These responses suggest that Curriculum Compacting can be used to address the needs of HLLs in traditional LOTE classes.

Instructional scenarios questionnaire: Part II. Almost every activity mentioned in this portion of the questionnaire was assigned at a different rate for the HLL and non-HLL. To determine what instructional practices are implemented to modify instruction, the activities were grouped by the language-learning skills they represent. The number of identical responses for each activity regarding the HLL and non-HLL scenarios was calculated. Because Likert scales are not precise measures, the researcher also calculated how many responses were more than one level different (i.e., very likely and probably counted as the same response; probably and possibly counted as the same response; possibly and not likely counted as the same response) to determine how many responses for each activity were substantially different for the HLL and non-HLL scenarios. For example, if a respondent stated he or she would very likely assign an activity to an HLL and probably would assign the same activity to a high-performing non-HLL, it was determined that the activity was not modified. If the respondent stated he or she would very likely assign an activity to an HLL and possibly would assign the same activity to a high-performing non-HLL, it was determined that the activity was modified. The instructional activities were grouped by language learning skill, as indicated in Table 9. Table 10 illustrates the frequency of modification for each language learning skill.

Table 9

Instructional Activities Grouped by Language Learning (LL) Skill.

| Instructional Activity | LL skill |
|--|------------------|
| 1. prepare a presentation in English about a famous city in Mexico | Culture |
| 2. complete a cloze passage with the appropriate form of the verb <i>estar</i> | Grammar |
| 3. practice verb conjugation using a computer program or online site such as www.conjuguemos.com | Grammar |
| 4. create a rap song based on the forms of the verb <i>estar</i> | Grammar |
| 5. illustrate a town based on a description in Spanish you hear | Listening |
| 6. read an article from the Spanish newspaper <i>El País</i> and answer related questions | Reading |
| 7. translate a paragraph from English to Spanish | Reading |
| 8. read listings from a travel brochure about places in town | Reading |
| 9. read the poem <i>La calle</i> by Octavio Paz and write a similar poem in Spanish | reading, writing |
| 10. give directions orally in Spanish to a classmate using a map | Speaking |
| 11. make a presentation in Spanish to a group of teachers from Spain about why your town should be selected as the site of an exchange program | Speaking |
| 12. label a town map in Spanish | Vocabulary |
| 13. define places in town in Spanish by stating what common activities take place there | Vocabulary |
| 14. translate a paragraph from Spanish to English | Writing |

Table 9 (continued)

Instructional Activities Grouped by Language Learning Skill.

| Instructional Activity | LL skill |
|--|----------|
| 15. compose an e-mail in Spanish to a friend giving directions to your house from school | writing |
| 16. create a brochure in Spanish that would persuade someone to visit a fictional town | writing |

Table 10

Frequency of Modification for Each Language Learning Skill

| Language learning skill | Activities | | Substantially |
|-------------------------|-------------|------------------|------------------|
| | represented | Identical answer | different answer |
| Grammar | 3 | 51% | 18% |
| Speaking | 2 | 53% | 23% |
| Reading | 4 | 47% | 10% |
| Writing | 3 | 89% | 9% |
| Culture | 1 | 53% | 27% |
| Listening | 1 | 67% | 20% |
| Vocabulary | 2 | 70% | 7% |

The literature recommends several areas that are especially important for the HLL. These include grammar rules, reading and writing for higher registers, and using realia. To determine if these areas were addressed and modified, the researcher compared the responses that were

identical and those that were substantially different for the questions regarding the HLL and non-HLL scenarios. Table 11 lists the frequency that respondents would modify the activities that were recommended by the existing literature to be addressed by teachers of HLLs.

Table 11

Instructional Activities as Recommended by Literature for HLLs

| Suggested activity | Area of focus | Identical answer | Substantially different answer |
|---|-----------------|------------------|--------------------------------|
| 1. create a rap song based on the forms of the verb <i>estar</i> | grammar rules | 9 | 4 |
| 2. make a presentation in Spanish to a group of teachers from Spain about why your town should be selected as the site of an exchange program | higher register | 8 | 5 |
| 3. create a brochure in Spanish that would persuade someone to visit a fictional town | higher register | 11 | 1 |
| 4. read an article from the Spanish newspaper <i>El País</i> and answer related questions | realia | 6 | 1 |
| 5. read listings from a travel brochure about places in town | realia | 8 | 1 |
| 6. read the poem <i>La calle</i> by Octavio Paz and write a similar poem in Spanish | realia | 7 | 1 |

These results indicated that realia is seldom used as a modification strategy. According to *Languages Other Than English Checkpoint A: Resource Guide* (The University of the State of New York, 2001), the students at the beginning level of LOTE study should be able to “understand the main idea and some details of simple informative materials written for native speakers” (p. 4). The realia included in the Likert scale questions were selected because they represent authentic materials that are not commonly used in beginning level courses but would be appropriate for students who have the degree of proficiency suggested in the scenario. Since the activities involving use of realia were seldom recommended for modification, the researcher compiled the total responses for use of realia in order to determine if it were more likely that realia would or would not be used by the respondents. Table 12 indicates the total responses to both the HLL and non-HLL scenarios for these activities.

Table 12

Frequency of Anticipated Use of Suggested Realia Activities

| Suggested activity | Very likely | Probably | Possibly | Not likely |
|---|-------------|----------|----------|------------|
| 1. read an article from the Spanish newspaper <i>El País</i> and answer related questions | 3 | 10 | 13 | 4 |
| 2. read listings from a travel brochure about places in town | 11 | 10 | 4 | 4 |
| 3. read the poem <i>La calle</i> by Octavio Paz and write a similar poem in Spanish | 6 | 4 | 13 | 7 |

Note: One respondent did not provide an answer to the question about a travel brochure.

The responses indicate that teachers are very likely to use a travel brochure but they are not certain about materials written for native speakers. As the newspaper and poem represent advanced structures and a broad range of vocabulary, these activities are more consistent with an advanced curriculum. It was then necessary to calculate the responses for these activities individually for each scenario (HLL and non-HLL) to determine if any of these activities were recommended more frequently than others. The responses were converted to ordinal data (very likely = 4, probably = 3, possibly = 2, not likely = 1) and an average was calculated for each activity. Table 13 shows the comparison of recommended strategies with suggested use of literature for the HLL and non-HLL scenarios.

Table 13

Comparison of Suggested Use of Literature-Recommended Strategies for HLLs

| Suggested activity | Recommended for HLLs | Recommended for non-HLL |
|---|-------------------------|----------------------------|
| 1. read an article from the Spanish newspaper <i>El País</i> and answer related questions (realia) | 1.64 | 1.58 |
| 2. read listings from a travel brochure about places in town (realia) | 2.21 | 2.36 |
| 3. read the poem <i>La calle</i> by Octavio Paz and write a similar poem in Spanish (realia) | 1.64 | 1.78 |
| 4. make a presentation in Spanish to a group of teachers from Spain about why your town should be selected as the site of an exchange program (higher register) | 2.25 | 1.70 |
| 5. create a brochure in Spanish that would persuade someone to visit a fictional town (higher register) | 2.47 | 2.57 |

Two realia activities (read listings from a travel brochure and read/write a poem) and one higher register activity (create a brochure for a fictional town) were recommended to be used more likely with the non-HLLs than with the HLLs. All of the activities listed had been determined to be appropriate for beginning-level students by the Jury of Experts, even though some were more challenging for traditional LOTE students. These results suggest that teachers are unsure of the appropriateness of these strategies for either HLLs or high-performing non-HLLs at the beginning level of Spanish study.

Classroom observations. As mentioned earlier, there was little evidence of modification strategies observed during the classroom observations. However, there were several instances where the HLL displayed needs that were not addressed by the teacher's instructional model. In each of the seven observations, the HLLs demonstrated prior knowledge of the vocabulary. None of the classes had a distinct activity to assess prior knowledge, and in two lessons the main objective was learning new vocabulary. In one lesson involving numbers 30 through 100, the HLL was able not only to state each number in Spanish before it was introduced by the teacher, but he was also able to translate the math expressions which comprised the culminating activity to the lesson. In another lesson introducing weather expressions, the HLL used proper pronunciation even though the teacher did not. Another activity involved a translation game, where the students not only had to translate family relationships from English to Spanish but also had to accumulate points. Some of the game cards let the students win or lose points based on random card selection, and some of the cards required the students to translate vocabulary words. In this activity, because he did not accumulate the highest number of points, the HLL did not win the game even though he translated more words correctly.

An area where the HLLs needed additional support was in the application of grammatical rules. Two of the observed lessons included direct instruction in grammar. One lesson reviewed acronyms to use the verbs *ser* and *estar*. Both verbs translate to the English verb *to be*, but are used in different circumstances. The acronyms presented to the class were to help students correctly identify which verb to choose in a given situation. The observed HLL consistently answered with the correct verb, but was unable to identify the correct part of the acronym to justify her answer six out of seven times.

In another class with the same teacher, the teacher shared with the observer a recent grammar quiz where the HLL received a low score. Upon review of the quiz, it was noted that three of the questions marked wrong had the correct grammar form. This was pointed out to the teacher, who responded that the questions were still wrong because the instructions were to use each word in the word bank only once. Upon further examination, it was observed that two of the incorrect sentences used regional phrases rather than a standard dialect of Spanish (i.e., *tomar* used as the translation for *to drink*, rather than *beber*). If the teacher had graded the paper from the perspective of the HLL rather than using a prescribed answer sheet, the student would have received a near-perfect grade.

Focus-group interviews. There was little support in the focus-group interviews that the teachers were modifying instruction to meet the needs of HLLs. However, in both the seventh and eighth-grade HLL focus-group interviews, the students stated areas where differentiation was needed. Seven out of seven HLLs discussed their knowledge of the vocabulary compared to that of their non-HLL classmates. The seventh graders, who had been studying Spanish for only two months at the time of the interview, were concerned about the vocabulary differences between the regional dialect spoken in their homes and the standard dialect used by their teachers. The following exchange includes student statements regarding the differences between classroom and home vocabulary.

Juana: I think it's a little confusing for me because with the clocks I say it differently, and, because I'm from Ecuador. She (the teacher) usually uses words and phrases from Spain and probably Mexico or something.

Gregorio: I'm from Uruguay and only sometimes we use minus. So for 6:35, we just say 6:35, we don't say minus. Only for like 15, minus 5, minus 10.

Researcher: So there's *seis y treinta y cuatro*, not *siete menos veinticinco*?

Juana: My mamá started laughing when I said that, because she said we like to get right to the point. We don't like math, doing it. She started laughing.

The students also expressed concern over pronunciation. As HLLs are from different Spanish-speaking countries, they do not all have the same pronunciation. Additionally, all teachers represented in these interviews are native English speakers and speak a standard dialect of Spanish, without a regional accent. Each of the seventh-grade HLLs gave examples to demonstrate their building frustration at the pronunciation differences:

Gregorio: I have a different accent when I speak Spanish. Instead of saying yo (pronounced ee-oh), I say yo (pronounced sh-oh). So it sounds different.

Researcher: Does it bother you? Do you feel like you have to speak like her (the teacher's) accent?

Gregorio: Yeah. I feel like when I talk to the teacher I have to put an accent. And so they (the other students) understand me better.

Juana: Sometimes the double LL, I say it differently. (My teacher) says me llamo (pronounced yaah-mo); I say me llamo (pronounced djah-mo). My dad either speaks with the yeh, my mom with the djeh, or the other way around. Because my mom's from the mountains in Ecuador and my dad's from the coast.

Andrés: Definitely. Stuff like the djah-mo and yaah-mo.

The eighth-grade students were frustrated with the emphasis on grammar in their curriculum. Six out of seven students, including all three HLLs, expressed displeasure at the teachers' use of worksheets.

Cecilia: It gets annoying, conjugating *ir a* and something. It will be *ir a* plus infinitive or something like that (referring to the near future construction to explain an event is going to take place).

Researcher: And why do you think we have to do that in Spanish class?

Cecilia: Because you have to conjugate the verb to fit in how you're using it in a sentence. But conjugating, that's really annoying.

Researcher. So verb charts? Fill-ins?

Saul: Because there's this rule, but I don't really use it. I just read the sentence and...

Cecilia: ...you know what it is.

Saul: It's hard to break it down.

Researcher: So you just use what you know. You don't worry about what you're supposed to do, the steps and everything.

Saul: Yeah.

The students continued to discuss the topics they want to know more about but are never addressed. The correct use of accent marks was a specific area of concern. "Because she tells us the accent but she never tells us, never teaches us about it. She's just, 'Oh, yeah. You need an accent on this.' But she never teaches us".

The eighth grade HLLs also empathized with their non-HLL classmates:

Cecilia: I don't like when we have a packet and we have to get most of the work done or take a lot of notes. That's really annoying because I already know this stuff.

What's the point? Even if everyone has to do it (the packet) anyway.

Saul: I know how to do it but I feel bad for the other people because some of the words on the packet that the people don't know, so how are they doing to do it?

Cecilia: Some of the stuff that are on the worksheets we have, they haven't learned it. We know it already because we just know Spanish, but some of them some of the words not (some of the other students don't know all of the words on the worksheet).

Saul: We did this thing when you're trapped on an island and you have to try to get somebody from a different place. So we just wrote it and I was the first one done. And then the other people, they had to look up in the dictionary to find out the words they didn't know.

These statements suggest that the students understand they have already mastered all of the vocabulary objectives in the course. They feel the assignments are inappropriate either for themselves or for their classmates. The statements suggest students feel some assignments should be given only to HLLs and other assignments should be given only to non-HLLs.

In conversations with the teachers of these students, all of the teachers said the HLLs chose to study Spanish because it would be an easier class, since they already know the language. Only one student expressed this as her reason for selecting to study Spanish, and the other six HLLs explained that they wanted to learn to write in Spanish. The eighth-grade students, including the student who said she selected the language because it's "an easy A," expressed some unease with their high grades.

Cecilia: We had a test and I was the first one done, so she looked mine over and she was like, "You got 100%." Just things, like everything is a lot easier when you know Spanish. I feel bad for some of the other kids. They're stuck there. They don't know anything.

Researcher: How does it make you feel when you get a hundred? Do you feel you put in enough work to get 100%?

Cecilia: No, I do, I do all my work and stuff. I do all my homework. It's really quick.

There are certain kids that know Spanish but they don't put the effort into it.

Antonio: Yeah, but it's real easy for me.

Researcher: And do you feel like you put the work in to get the 100%?

Antonio: Like I just did a little.

Saul: I just do the work she told me to do and I get 100%.

Overall findings. An analysis of the teacher responses suggests that the activities involving grammar instruction are the most common ways teachers describe modifying instructional practices for HLLs. However, the data gathered during the classroom observations and focus-group interviews do not support the idea that the teachers are modifying those activities. The HLLs were frustrated by the emphasis on grammar rules without addressing student concerns. These students indicate that the vocabulary is too elementary and the grammar emphasis too strong to address their language talents.

The ISQ responses also indicate that the teachers are not likely to use realia as a means of modifying instructional practices. The observation and focus-group data support this conclusion, as no realia was observed and only two students (both non-HLLs) mentioned the use of realia as enrichment material.

Research Question Three

The third research question was, how do Middle School LOTE teachers' native language, experience and special training impact their ability to modify instructional practices when

addressing the needs of HLLs? The data from both parts of the ISQ, the classroom observations, and the focus-group interviews were analyzed by considering the teachers' responses of native language, experience, and special training to work with HLLs.

Instructional scenarios questionnaire – Part I. Six of the teachers who responded to this part of the survey were native Spanish speakers and the other nine respondents were native English speakers. Figure 2 shows the percentage of teachers who provided responses that represent modified instruction, according to the native language of the teacher. Overall, teachers who are native English speakers were more likely to respond with an activity that modified instruction. Only one teacher recommended differentiation by class; that teacher was a native Spanish speaker. None of the native Spanish speakers recommended modification strategies that represented curriculum compacting or differentiation by outcome. The two modification strategies that were recommended by a greater percentage of native Spanish speaking teachers were differentiation by resource and differentiation by support. The modification strategies that were recommended more frequently by native English speaking teachers were differentiation by resource, by interest, by task, by outcome, and by curriculum compacting. Native Spanish speakers were more likely to recommend the use of realia, but native English speakers were more likely to recommend that students use higher register speech. Out of 52 total responses that represented modification, the nine native-English respondents provided 38 modification strategies (32% of all responses, 73% of responses suggesting modification strategies) and the six native-Spanish respondents provided 14 modification strategies (12% of all responses, 27 % of responses suggesting modification strategies). The results of this study suggest LOTE teachers who are not native speakers are better able to identify modification strategies to meet the needs of HLLs.

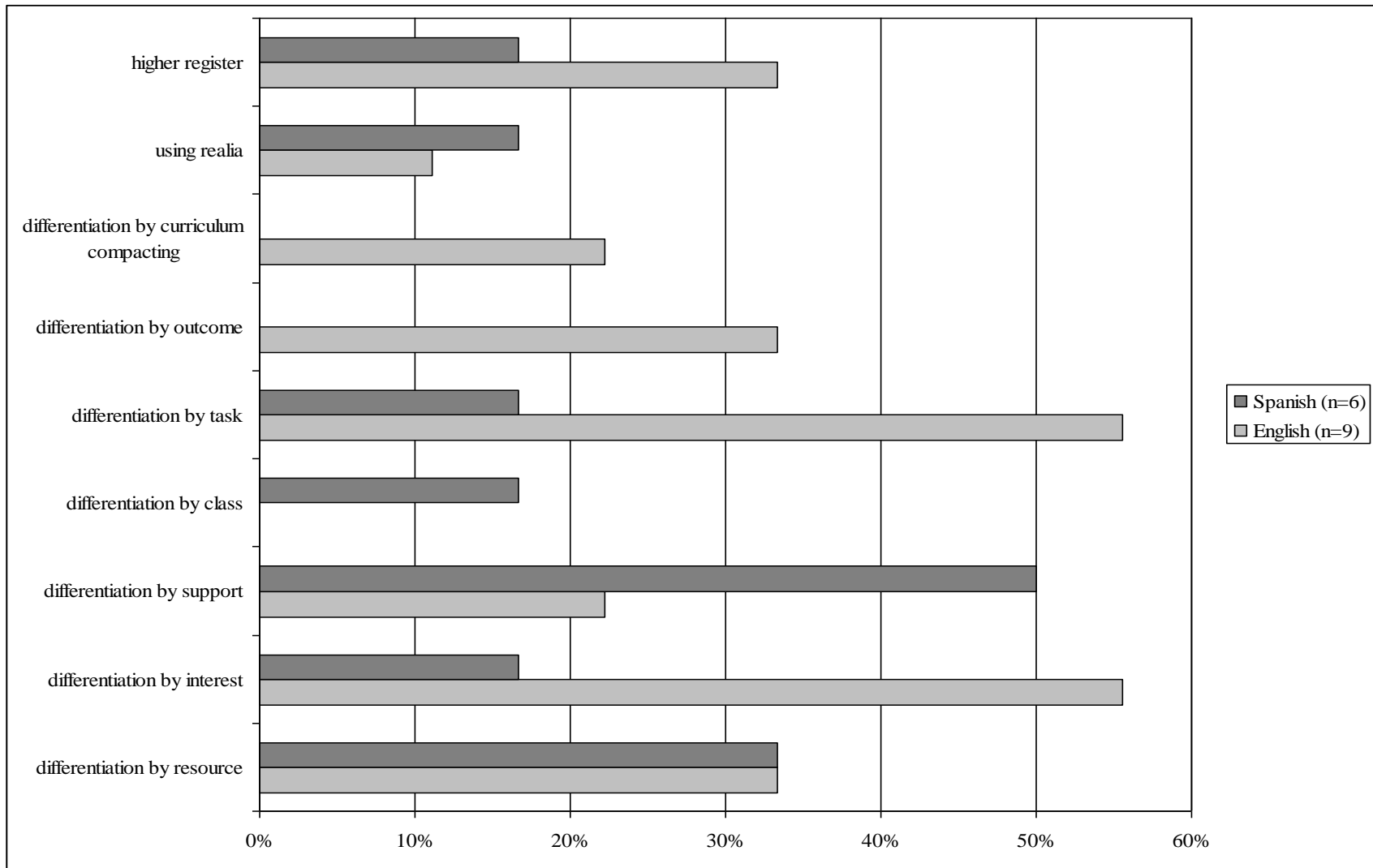


Figure 2. Percentage of teachers who provided responses in each area that represent modified instruction, according to teacher native language.

Six of the respondents have been teaching six or fewer years, four respondents have been teaching between seven and twelve years, and five respondents have over twelve years of teaching experience. Figure 3 shows the percentage of teachers who provided responses that represent modified instruction, according to teacher experience. Overall, the teachers with the least experience were more likely to respond with an activity that modified instruction. Teachers with the least experience were more likely than more experienced teachers to recommend activities that represent differentiation by interest. Teachers with the most experience were more likely to recommend activities that represent differentiation by support. These results suggest that as a teacher becomes more experienced, he or she is more likely to recommend activities for HLLs that differentiate instruction by support and activities that incorporate higher register speech. Out of 52 total responses that represented modification, the six teachers with less experience provided 21 responses (18% of all responses, 40% of responses suggesting modification strategies), the four mid-career teachers (between seven and 12 years of experience) provided 14 responses (12% of all responses, 27% of responses suggesting modification strategies), and the five teachers with the most experience provided 17 responses (15% of all responses, 33% of responses suggesting modification strategies). The results of this study suggest teaching experience may not be a factor in a LOTE teacher's ability to identify modification strategies to meet the needs of HLLs.

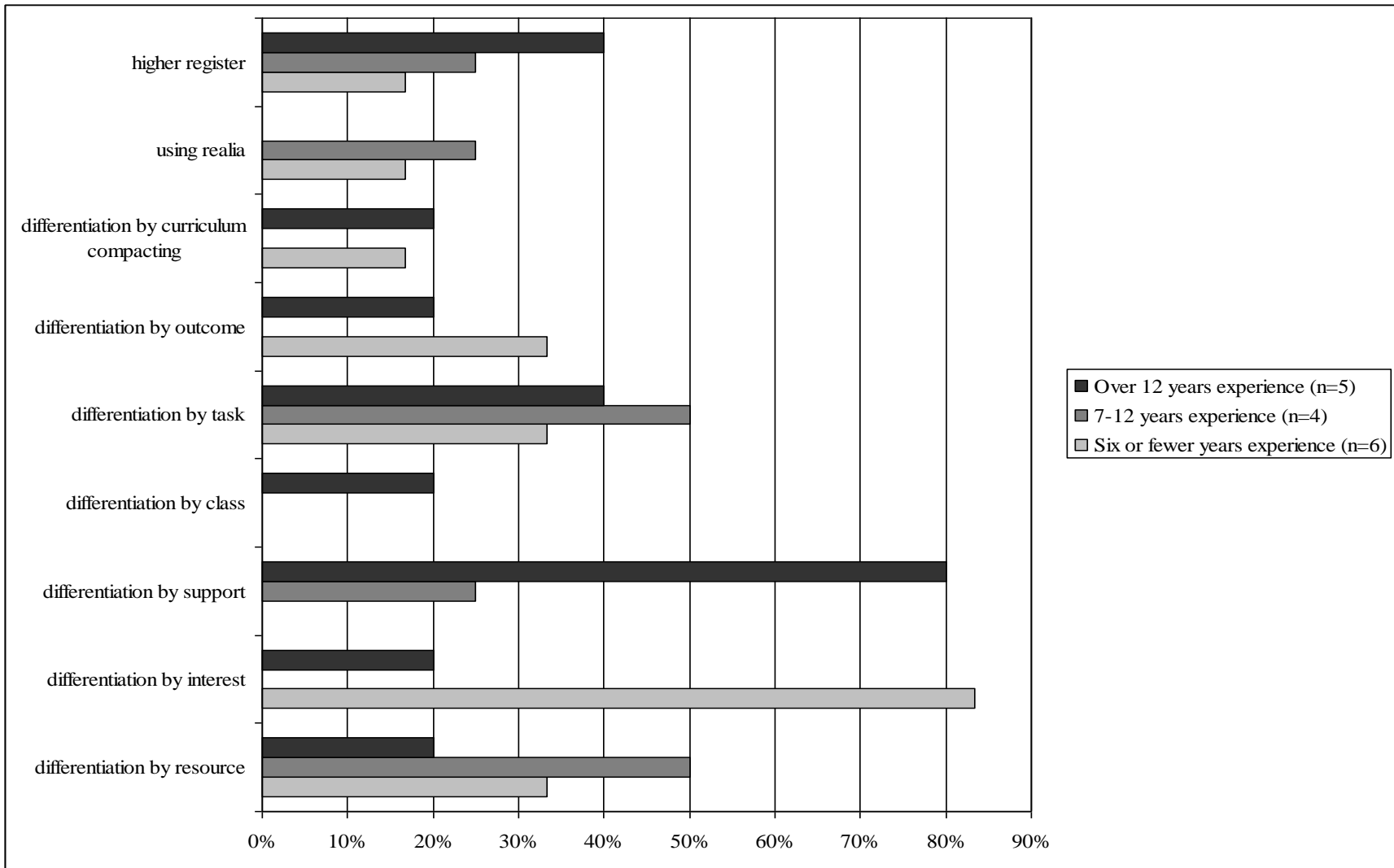


Figure 3. Percentage of teachers who provided responses in each area that represent modified instruction, according to teacher experience.

Six of the respondents had no special training to work with HLLs, four respondents attended one course or professional development workshop on working with HLLs, and five respondents attended more than one course or workshop on working with HLLs. Most of the responses that represent modification strategies were reported by teachers who received no training, suggesting a negative effect of special training to work with HLLs on a teacher's ability to modify instructional practices. Figure 4 shows the percentage of teachers who provided responses that represent modified instruction, according to special training to work with HLLs. The literature often recommended strategies for working with HLLs geared to develop higher registers of speech and writing, but the only teachers who recommended these types of activities were those respondents who did not have any special training to work with HLLs. The literature also recommends HLLs attend a separate class or be accelerated to a level appropriate to their language proficiency level, and the teacher who recommended a separate class had attended more than one course or workshop on working with HLLs. Overall, the teachers with the least special training provided the most activities that represent modification. Out of 52 total responses that represented modification, the six teachers with no special training provided 29 responses (25% of all responses, 56% of responses suggesting modification strategies), the four teachers who attended one course or workshop provided 13 responses (11% of all responses, 27% of responses suggesting modification strategies), and the five teachers with the most training provided 10 responses (9% of all responses, 19% of responses suggesting modification strategies). The results of this study suggest special training to work with HLLs may not be a factor in a LOTE teacher's ability to identify modification strategies.

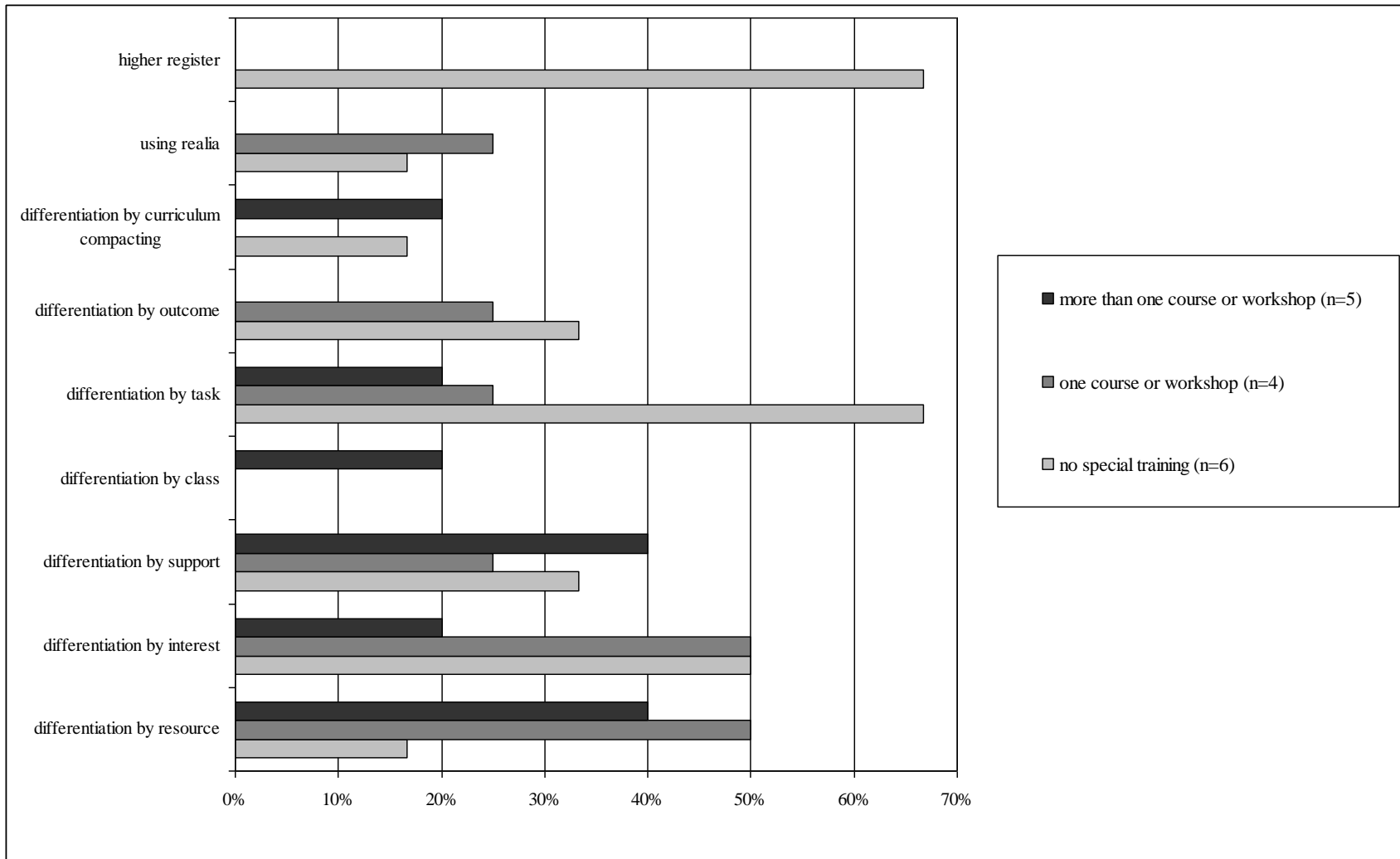


Figure 4. Percentage of teachers who provided responses in each area that represent modified instruction, according to special training to work with HLLs.

Instructional scenarios questionnaire – Part II. The researcher compared the response of each teacher to the activities listed for the HLL and non-HLL student. Out of 227 response comparisons, 130 responses (57.3%) were identical for the HLL and non-HLL scenarios. Because Likert scales are not precise measures, the number of responses that were more than one level different (i.e., very likely and probably counted as the same response; probably and possibly counted as the same response; possibly and not likely counted as the same response) was also calculated to determine how many responses for each activity were substantially different for the HLL and non-HLL scenarios. For example, if a respondent stated he or she would very likely assign an activity to an HLL and probably would assign the same activity to a high-performing non-HLL, it was determined that the activity was not modified. If the respondent stated he or she would very likely assign an activity to an HLL and possibly would assign the same activity to a high-performing non-HLL, it was determined that the activity was modified. Out of 227 response comparisons, 33 responses (14.5%) differed by more than one level for the HLL and non-HLL scenarios.

Six of the teachers who responded to this part of the survey were native Spanish speakers and the other nine respondents were native English speakers. When comparing the responses of teachers who were native English speakers, 20 out of 131 comparisons (15.3%) differed by more than one level for the HLL and non-HLL scenarios. When comparing the responses of teachers who were native Spanish speakers, 13 out of 96 comparisons (13.6%) differed by more than one level for the HLL and non-HLL scenarios. The results of this study suggest there is no impact of a teacher's native language on the ability to modify instruction to meet the needs of HLLs.

Six of the respondents have been teaching six years or less, four respondents have been teaching between eight and twelve years, and five respondents have over thirteen years of

teaching experience. When comparing the responses of teachers with six or fewer years of experience, 13 out of 95 comparisons (14%) differed by more than one level for the HLL and non-HLL scenarios. When comparing the responses of mid-career teachers, 9 out of 62 comparisons (15%) differed by more than one level for the HLL and non-HLL scenarios. When comparing the responses of the most experience teachers, 11 out of 70 comparisons (16%) were more than one level different for the HLL and non-HLL scenarios. The results of this study suggest that there is no impact of a teacher's experience on the ability to modify instruction to meet the needs of HLLs.

All 15 respondents to the Likert scale section of the ISQ were certified teachers of Spanish in their respective state (New York, New Jersey, or Connecticut). Six of the respondents have not had any additional training (formal coursework or professional development) to work with HLLs, four respondents had limited training (one graduate course or professional development workshop), and five respondents had more than one graduate course or workshop. When comparing the responses of teachers with no additional training to work with HLLs, 15 out of 93 comparisons (16.1%) differed by more than one level for the HLL and non-HLL scenarios. When comparing the responses of teachers with some exposure to additional training to work with HLLs, 9 out of 64 comparisons (14%) differed by more than one level for the HLL and non-HLL scenarios. When comparing the responses of teachers with more extensive training to work with HLLs, 9 out of 70 comparisons (12.9%) were more than one level different for the HLL and non-HLL scenarios. The results of this study suggest a negative impact of additional training to modify instruction to meet the needs of HLLs. However, a further comparison of responses shows that teachers with the most training to work with HLLs provided the same answer for the HLL and non-HLL scenarios less often than the other groups.

Classroom observations. Modification of instruction to meet the needs of HLLs was observed with one out of the five teachers in this study. Consideration of the native language, teaching experience, or special training to work with HLLs of the one teacher who modified instruction to a small degree would not lead to a better understanding of how these variables impact a teacher's ability to modify instruction.

Focus-group interviews. Student statements in the focus-group interviews revealed little evidence that teachers were modifying instruction. Consideration of the native language, teaching experience, or special training to work with HLLs of the teachers represented in these interviews would not lead to a better understanding of how these variables impact a teacher's ability to modify instruction.

Overall findings. Analysis of teacher responses according to teacher native language, teacher experience, and special training to work with HLLs does not suggest a pattern regarding a teacher's ability to modify instruction to meet the needs of HLLs. There was a small effect of special training. Teachers with the most training selected the same responses with the least frequency, but did not select responses that were significantly different with the greatest frequency.

Conclusions

The findings of this study indicate teachers are aware of methods for differentiating instruction for HLLs, but there was little support that they are modifying instructional practices to address the needs of HLLs. The HLLs wanted to work with more realia and less grammar, but the teachers often focused instruction on mastery of grammar rules and did not recommend using realia to increase HLL skills. The teachers know that instruction needs to be modified to meet the

needs of HLLs, but they are not able to plan lessons that reflect this knowledge. No clear pattern emerged on which teachers were better able to suggest modification for HLLs.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

This study explored the instructional practices used by Middle School teachers of Languages Other Than English (LOTE) when working with Heritage Language Learners (HLLs). Through instructional scenario questionnaires, focus-group interviews, and classroom observations, a distinct divide emerged between how the teachers would like to instruct the HLLs and what instruction is taking place. The implications of the findings demonstrate the need for teacher training to specifically modify instruction to meet the needs of HLLs. This chapter presents an adaptation of a model traditionally used with potentially gifted students to help teachers modify instruction and proposes the need for future research on this model.

Review of Findings Related to the Research Questions

This research utilized a multiple case study approach to address three questions:

1. Do classroom teachers of Middle School Spanish modify instruction to address the needs of HLLs?
2. What specific instructional practices are implemented by classroom teachers of Middle School Spanish to modify instruction when addressing the needs of HLLs?
3. How do Middle School LOTE teachers' experience and special training impact their ability to modify instructional practices when addressing the needs of HLLs?

The data collected from teachers, students, and classroom observations were analyzed to present a multiple-perspective viewpoint of instruction for HLLs within the traditional beginning-level LOTE classroom.

The data showed supporting evidence that the teachers understand the modifications recommended in literature to address the needs of HLLs. The answers to the scenario

questionnaire demonstrated that the teachers are able to cite examples of modified instruction for the HLLs, but the student interviews and researcher observations did not find evidence that the teachers are modifying instruction. The teachers understand how instruction should be modified for the HLLs, but they are not utilizing these modification strategies in their instructional practice.

The data supported that the students and teachers want more modification of culture and vocabulary. For example, the students wanted to learn about Spanish-speaking countries that are not their own culture, yet the teachers described ways for HLLs to teach the other students about their own culture. While this may be an effective way to have the HLLs learn more about their heritage and the non-HLLs learn about the Spanish-speaking world, it does little to increase the overall proficiency and cultural awareness of the HLLs. The teachers described modification strategies for vocabulary acquisition, yet the students said they already know the vocabulary used in class. A clear divide emerged: the teachers' emphasis is on enrichment of the beginning-level curriculum, but the students want to learn more than the teacher feels is necessary.

The data did not support that the teachers are incorporating authentic reading and writing tasks into their instructional practice. The teachers did not report assigning authentic reading or writing tasks; both the HLLs and the non-HLLs reported little authentic reading or writing. As these were skills often recommended for inclusion in an HLL curriculum, the data did not show evidence that the teachers were implementing these suggested strategies to address the needs of HLLs. At the beginning level of LOTE, reading and writing tasks are limited to short notes and advertisements involving basic vocabulary and grammar structures. The HLLs need exposure to extended readings and formal writing experiences. "Language acquisition theory tells us that we acquire language when we understand it. If this is true, 'comprehensible input,' messages we

understand, will be the way to improve HL's as well” (Cho, Shin, & Krashen, 2004, p. 7). Since Krashen (1981) recommends “optimal input includes structures that are ‘just beyond’ the acquirer's current level of competence (p. 103)”, the teachers are doing a disservice to the HLLs by not providing them with increasingly more complex reading and writing tasks.

According to the data, there were no effects of teacher native language, teacher experience, or special training to work with HLLs. The teachers were familiar with modification strategies, but no clear pattern emerged as to how they were able to cite modification recommendations. As only one observed teacher demonstrated any kind of modification strategy during instruction, there were no data collected on the effect of these teacher variables on the ability to implement modification strategies to meet the needs of the HLLs.

It is interesting to note that the teachers described appropriate HLL activities in the open-ended questions on the ISQ, but gave similar responses on the Likert scale to the HLL and non-HLL scenarios. The teachers reported activities that would be consistent with recommendations to address the needs of the HLLs, but said they would assign the same activities to the HLLs and non-HLLs. During the classroom observations associated with this study, modification was observed in only one class, which means that the HLLs are doing the same activities and the teachers have the same expectations for them as for non-HLLs. The HL students were able to cite areas where they want to learn different topics from those for their non-HLL classmates, but teachers assigned the same activities to all students. The students recognize they have different needs and expressed dissatisfaction that they are not being exposed to harder work than their non-HLL counterparts.

Comparison and Contrast of Findings Related to the Literature Review

The areas addressed in the review of the literature included HL proficiency as a special talent, HLL theories and instructional programs, and attitudes of teachers and students towards HL instruction. The findings in this study support previous findings, particularly those regarding the value of separate classes or distinct activities for students with special needs and talents.

The National Research Center for the Gifted and Talented (NRCGT) study (Westberg, Archambault, Dobyns, & Salvin, 1993) showed no instructional differentiation for gifted students in 84% of classroom activities. The current study exploring the instructional practices used by teachers of beginning-level Spanish showed no instructional differentiation for HLLs in 93% of observed classroom activities. The NRCGT study determined that more preservice and inservice training was needed to help the teachers differentiate instruction, but the current study showed no impact of special training of teachers in order to work with HLLs.

Ramos (2001) also suggested the influence of a teacher's second language proficiency upon primary language maintenance. While all teachers included in this study were proficient in more than one language, as they were all certified to teach at least one LOTE, there was little variation in the ability to differentiate instruction for most HLLs based on the teacher's native language. Schwarzer and Petron (2005) also found no difference in the activities for HLL-specific and traditional LOTE classes, citing that the HLLs felt the assignments were too easy based on their proficiency level. The current study found support for those findings, where the students explained that they relied on prior knowledge, but non-HLL classmates struggled with the assignment.

Lowe's (2002) list of differentiation strategies used in Modern Foreign Language classes is supported by this study. The data from the focus-group interviews and the responses to the

instructional scenarios questionnaire suggest that the teachers may be differentiating instruction by task, outcome, interest, level of independence, and resource. The only differentiation strategy mentioned by Lowe that is not supported by this study is differentiation by pace or time.

Lynch (2003) noted that most HLLs are English-dominant by adolescence. The current study supports this conclusion as all HLLs preferred to speak in English during the interviews. Although the questions were posed in English, the researcher had spoken with participants in Spanish prior to the interview, so they knew the researcher would understand them in both Spanish and English. Also, during the introduction of each focus-group interview, the students were reminded that they could answer in English or in Spanish. The only time the students spoke in Spanish during the interviews was to give examples of their LOTE teacher not recognizing their Spanish proficiency.

González-Pino and Pino (2005) found that HLLs prefer traditional LOTE classes over separate Heritage Language (HL) programs, and non-HLLs were not bothered by the inclusion of the oral-proficient HLLs in their classes. The current study found similar results, as the HLLs often volunteered to help their non-HLL classmates and even empathized when the non-HLLs felt the class was progressing too quickly. González-Pino and Pino showed only 7% of students felt instructors called on proficient students more often than other students. The current study shows similar results, as the HLLs and non-HLLs did not report being called on more than other students. All students felt that the frequency they were called on was related more to their willingness to participate rather than their demonstrated level of proficiency, but the HLLs mentioned that they were more likely to be called on when other students did not know the answer to a given question.

Weger-Gunthorpe (2006) concluded that HLLs felt teachers limited their use of the heritage language. There was no comparison of HLL and non-HLL perspective in that study, but the current study included such a comparison. In the HLL focus-group interviews, the students said they felt limited during classroom interaction, but the data from the Instructional Practices Record (IPR) indicate that non-HLLs recognize the advanced abilities of their HLL classmates. One non-HLL in the focus-group interview also lamented that they were “only learning one kind of Spanish” (personal communication). The results of the current study suggest that HLLs and non-HLLs recognize the limitations placed on the use of the heritage language.

Valdés (2005) recommended that teachers focus on the same linguistic forms for HLLs as in traditional LOTE classes. The observation and focus-group data suggest that the teachers are addressing common linguistic forms and grammar rules. The HLLs are responsible for the same grammar activities as non-HLLs. The students in this study admitted their lack of knowledge of grammar rules. They did not complain about having to learn the rules, but they expressed dislike for the instructional practices used for rule acquisition (drills, worksheets, and cloze passages).

Previous studies on HLLs suggest literacy skills should be emphasized. Beaudrie and Ducar (2005) found that beginning-level HLLs wanted to address their Spanish-language writing skills. Six out of the seven HLLs who participated in the focus-group interviews also cited their desire to write correctly in Spanish as a motivation to study Spanish instead of the other languages offered in their school. The current study found the students agree that reading and writing skills are important, but they did not feel they were making substantial progress in skill development. Hernández, Takahaski-Breines, and Blum-Martínez (2003) found students prefer authentic Spanish texts, but in the current study only two students in the focus-group interviews reported using realia in the course of regular instruction. Moll (1988) found that excellent

teachers of Latino students establish literacy-rich environments, yet the classes in the current study did not emphasize authentic literature.

Limitations to the Study

Care was taken to minimize the effect of the limitations of this study. Five out of seven observations took place in the same school, and the student interviews were in the same school, so these results may not be generalizable to settings with a different local curriculum. However, this school follows the state curriculum and has maintained a high rate of students passing the State Proficiency Examination, which is an indicator that the local curriculum reflects state standards.

This study utilized a self-reporting instrument to gather information about the teachers' experience and training. No information was requested or gathered regarding the quality of experience working with HLLs, other than reporting the inclusion of at least one HLL in their current class. Likewise, there was no information requested or gathered regarding the special training to work with HLLs. For example, one respondent said she attended three or more courses on teaching HLLs during her university studies; the researcher was curious as to what university was offering such a rich program on meeting the needs of HLLs since many teachers had no such training. The researcher looked at the university's LOTE teacher preparation curriculum and discovered that there were no special courses on HLLs at that university. It is possible that teaching HLLs may be included as part of general teaching methods at some LOTE teacher preparation programs.

A one-time observation, as used in this study, does not incorporate the variety of teacher practices. The intent of the ISQ was to allow respondents more opportunities to demonstrate modification strategies than would be permissible in a 40-minute observation.

The students interviewed attended the school where the researcher was a full-time LOTE teacher. Twelve out of 14 students had never been enrolled in the researcher's LOTE class, but all of the students knew the researcher was a member of the school community. The students may have monitored their comments because they knew the researcher was their teacher's colleague, even though the researcher assured confidentiality.

The researcher had a previous relationship with the five teachers observed and the seven teachers represented in the focus-group interviews. It was essential that a neutral perspective be maintained during the study. The use of field notes during observations, in addition to the IPR, permitted the researcher to record value statements that were not included in the coded data. Similarly, the questions used during the focus-group interviews were developed prior to the interview. Care was taken not to ask follow-up questions that referred to teachers' decision-making processes, rather focusing on the description of and student attitudes regarding the activities mentioned.

Implications of the Study

The teachers recognize that HLLs have different needs and talents from those of non-HLLs. The responses to the instructional scenarios questionnaire show that the teachers recommend different types of instructional activities based on a student's language proficiency. However, the data from the observations and focus-group interviews show that HLLs are participating in the same activities as non-HLLs. Furthermore, the students find these activities boring and indicate that they learn few new skills from them. The data from the Instructional Practices Record (IPR) show that HLLs are able to correctly answer the grammar activities but cannot cite the rules, while the teachers favor rule acquisition over language development.

The findings indicate that the teachers know what they should be doing to meet the needs of HLLs. They recognize the importance of incorporating a student’s heritage culture, in assessing a student’s prior knowledge, and in targeting instruction to expand the HLL’s vocabulary and grammar knowledge. In practice, the teachers are not doing anything differently for the HLLs from what they do for the non-HLLs. There needs to be a model to assist those teachers who wish to incorporate modification strategies specifically for HLLs in the traditional LOTE classroom.

Figure 5 illustrates the composition of a unit of LOTE study for HLLs. Consistent with the scenarios presented in the ISQ, the unit includes vocabulary, grammar, and culture. In order to plan instruction for HLLs, teachers must assess the prior vocabulary, grammar and cultural knowledge. For HLLs who have mastered these skills, teachers need to plan for an expansion of language skills.

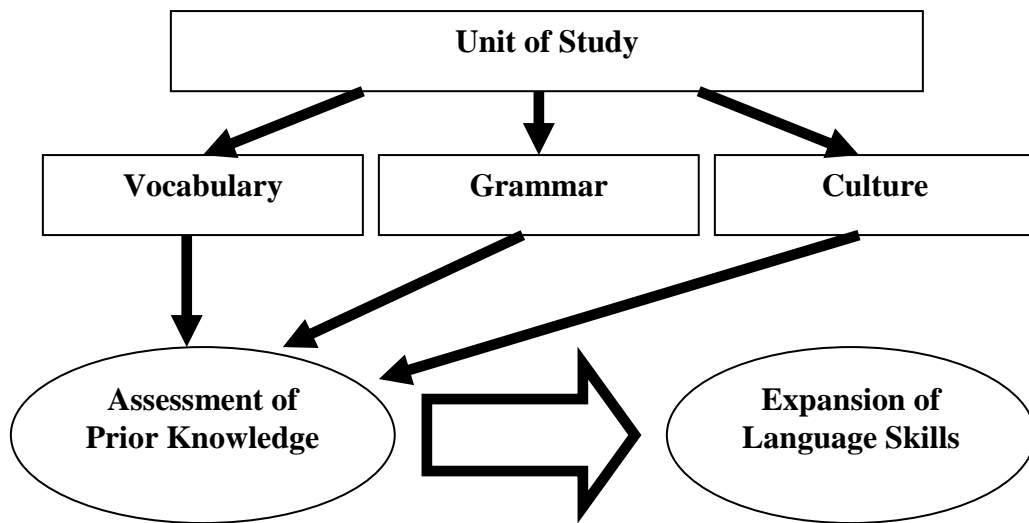


Figure 5. Composition of a unit of LOTE study.

The findings of this study indicate that teachers are not assessing prior knowledge. They are aware that HLLs have some degree of proficiency, but there is little evidence that teachers determine which areas of the curriculum HLLs have already mastered. Even when respondents to

the ISQ suggested activities that assessed prior assessment, few were able to use that information to plan additional activities to expand language skills. Since HLLs have some degree of proficiency, it was alarming that the area where teachers were least likely to differentiate was vocabulary acquisition. Teachers need an organized method to assess students' prior knowledge, and then use that information to modify instruction for HLLs.

The Enrichment Triad Model

The Enrichment Triad Model (Renzulli, 1977), generally used to enrich high-potential students in regular classrooms, can help address the needs and talents of the HLLs in traditional LOTE classes. Since the Enrichment Triad Model assumes that one cannot predict which students have special abilities, this would be appropriate in a traditional LOTE class where the teacher cannot predict which students have advanced language proficiency in the target language (L2). It is possible that the students with Hispanic surnames are third- and fourth-generation Americans and do not have Spanish-language proficiency, or their proficiency is limited to phrases often used in their home. Also, it is possible that the students with non-Hispanic surnames are HLLs because their mothers are Spanish-speakers. Therefore, the teachers need other ways to identify students who may have Spanish-language proficiency.

Teachers using the Enrichment Triad Model expect students to master basic competencies and participate in enrichment experiences according to individual interests. In the instance of HLLs, traditional LOTE teachers are aware that HLLs have prior knowledge of vocabulary and grammar. The teachers in this study described assessment of prior learning that included vocabulary and grammar awareness, yet most teachers did not give additional activities that reflected the fact that the students have already mastered the stated objectives of the unit. It appears that LOTE teachers are informally testing HLLs for specific learning objectives, but an

extension of learning does not follow. In this study, it appeared that the special interests of HLLs were not considered by teachers. Enrichment activities, particularly Type III activities that encourage students to explore real-world problems, can be promoted by teachers of HLLs to expand language skills. This is the area where the teachers in traditional LOTE classes should focus their efforts to help increase the language skills of the HLLs.

At the secondary level, Reis and Renzulli (1986) recommended separate classes for potentially gifted students to allow for more enrichment and acceleration. Similarly, much of the literature on HLLs (Anderson, 2000; Peyton, Ranard, & McGinnis, 2001; Roca, 2000; Roca & Colombi, 2003; Salaberry & Lafford, 2006; Webb & Miller, 2000) recommends a separate class to address the unique needs and talents of these students. However, in many schools this is not a possibility, as 85% of respondents to the demographic questions on the instructional scenarios questionnaire stated they have HLLs in their traditional LOTE classes. Also, only one respondent to the open-ended instructional scenarios questionnaire and one jury member took issue with the scenario of the highly-proficient HLL enrolled in the beginning-level traditional LOTE class, explaining that based on the description, the student was enrolled in a class below her level of proficiency. It is therefore evident that teachers need a systematic way to address HLLs in the traditional LOTE class.

The Curriculum Compactor

Curriculum compacting has been used with potentially gifted students in the regular classroom to enrich the areas where these students have previously mastered the stated curriculum objectives. The Compactor is a form that was developed to help teachers plan for curriculum compacting. This form is divided into three sections: (a) areas to be considered for compacting; (b) activities to ensure proficiency in basic curricular areas; and (c) enrichment and

acceleration activities. The teachers who use this form are cautioned to include specific learning objectives, student strengths including relevant data, and address the student's individual interest and learning styles.

We should never replace compacted regular curriculum work with harder, more advanced material that is solely determined by the teacher; instead, students' interests should be taken into account... We want students to understand the nature of effort and challenge and we should ensure that students are not simply replacing the compacted material with basic reading or work that is not advanced. (The National Research Center for the Gifted and Talented, <http://www.gifted.uconn.edu/siegle/CurriculumCompacting/section3.html>)

Suggested Compactor activities for use with HLLs in traditional LOTE classes appear in Appendix J. The Curriculum Compactor was selected because: (a) it is based on research to modify instruction for gifted and talented students within a mainstream course; (b) it is easy for teachers to use; (c) it could easily be adapted to target HL skill development. The suggested Compactor activities were designed to encourage acceleration and enrichment in the areas of vocabulary, grammatical structures, and authentic literacy opportunities since those were the areas most often mentioned in previous literature but least often reflected in the data from this study. The three types of activities remind teachers to consider additional vocabulary, advanced grammatical structures, and authentic reading and writing opportunities when planning instruction for HLLs.

Suggestions for Additional Research

The results of this study indicate that more research is needed in the areas of teacher training and heritage language learning. As this was an exploratory study, the data provided

information to establish the current instructional practices used with HLLs. While these suggestions do not relate to the research questions in this study, they were derived after analysis of the data. There appears to be no pattern as to how teachers are able to differentiate for HLLs, nor does it appear that the interests and self-esteem of HLLs are being addressed in current instruction. Through additional research, there can be additional support to help teachers better meet the needs, talents, and interests of HLLs.

Teacher Training

What training is available for LOTE teachers to work with HLLs? As new research emerges, schools of teacher education should continue to update their curricula to incorporate new strategies to address the needs of HLLs. The number of Spanish speakers in the United States is continuing to increase, and new teachers must be prepared to work with these students. A survey of undergraduate and graduate programs should be conducted to determine how LOTE teacher candidates are being trained to work with this population. Additionally, LOTE organizations at the local, state, and national level (i.e., American Council on the Teaching of Foreign Languages, Modern Language Association, New York Association of Teachers of Foreign Languages, Westchester Association of Foreign Language Educators) should be surveyed to determine what professional development opportunities are available to teachers wishing to learn strategies to address the needs of HLLs. Finally, a review of trade publications including those of LOTE organizations (i.e., *Hispania*) can determine what articles address Heritage Language methodologies and how many classroom teachers of LOTE receive these publications.

Why are some teachers better able to modify instruction for HLLs? This study showed no effect of a teacher's special training to work with HLLs. The findings indicated some teachers

are able to meet the needs of HLLs regardless of training. It is possible that the teachers who were able to modify instruction had received separate training on differentiated instruction, or had other experiences that better prepared them to modify instruction for the HLLs. Determining why some educators were better able to suggest modification than others would enable teacher preparation programs to incorporate experiences that will increase the number of instructors who can modify instruction for HLLs. Interviewing teachers about prior experiences, examining curricula and observing professional development workshops would help determine how a teacher becomes knowledgeable in modification strategies.

Is the HLL Curriculum Compactor effective to help teachers modify instruction? The Compactor has been shown to help teachers effectively modify curriculum (Reis et al., 1993). Based on this success, the HLL Curriculum Compactor can help traditional LOTE teachers modify instruction for HLLs. The teachers would have to be trained to use the HLL Curriculum Compactor. By using a pre/post-treatment design, it could be determined if the teachers are better able to modify instruction to meet the needs of HLLs by using this form. The teachers in the treatment group would receive training on modification strategies and the use of the HLL Curriculum Compactor. The frequency of modification strategies by teachers before and after training and use of the HLL Curriculum Compactor would be compared to determine if the HLL Curriculum Compactor is an effective way to help teachers modify instruction. Further study would also serve to assess the ease and practicality of the HLL Curriculum Compactor.

Heritage Language Student Achievement

Is there a significant difference in the achievement of HLLs enrolled in a traditional LOTE class and for HLLs enrolled in a HLL class? The research did not compare the achievement levels of HLLs enrolled in different courses. The New York State Department of

Education developed a curriculum for Native Language Arts (NLA), but it is suggested to be used with Limited English Proficient students. The HLLs enrolled in traditional LOTE courses are generally English-language proficient, and the LOTE standards are different from the NLA standards. A study comparing the achievement of HLLs enrolled in each type of course (NLA, LOTE), including assessments of reading and writing skills taken at the beginning and end of the course, would determine the effect of a separate curriculum on student achievement.

To what extent do HLLs increase their proficiency when they are enrolled in traditional LOTE classes? The research indicates a significant difference in the proficiency levels of students (Matsunaga, 2003; Kondo-Brown, 2005), but data are needed to determine the effects of direct instruction on HLLs. A longitudinal study of HLL achievement, comparing proficiency throughout the five-year sequence recommended by New York State, would indicate how students further develop their heritage language skills.

What is the effect of HL instruction on student self-esteem and self-efficacy? The HLLs interviewed in this study expressed the desire to learn more Spanish than the teacher expected. By eighth grade, the students were overwhelmingly displeased by the focus on grammar in their classes. They said that they worked hard and completed all assignments, but admitted that their high grades were based on prior knowledge rather than a result of the new instruction. If these students continue in classes that do not challenge them, it is possible that their self-esteem will be affected. The findings of this study also indicate that the HLLs have more trouble with grammar rules than their non-HLL classmates. Krashen (2000) referred to the possible psychological effects of HLLs who are outperformed by their non-HLL classmates. An assessment of confidence at the beginning and end of instruction, particularly for those HLLs

enrolled in traditional LOTE classes, would help determine how the students feel about their language abilities after being compared to their non-HLL classmates.

Conclusion

Two important findings emerged from this study: (1) The teachers recognized the need to the modify curriculum for HLLs; and (2) The teachers were not modifying the curriculum for HLLs. When asked to describe strategies to help specific students, the teachers stated activities that enrich instruction and advance the students' proficiency. By viewing heritage language proficiency as a special talent, teachers will be able to modify instruction in a manner similar to the way it is modified for potentially gifted and talented students. Those teachers who have a systematic method of planning for modification of HLLs may be better prepared to plan appropriate activities for these students. The HLL Curriculum Compactor was developed as an outcome of this study to help teachers modify instruction. Additional research on the HLL Curriculum Compactor is needed to determine its effectiveness for LOTE teachers.

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APPENDIX A

THE CURRICULUM COMPACTOR

The Curriculum Compactor
 Individual Educational Programming Guide

NAME _____ AGE _____ TEACHER _____

SCHOOL _____ GRADE ____ PARENT(S) _____

| <p><u>CURRICULUM AREA(S) TO BE CONSIDERED FOR COMPACTING.</u> Provide a brief description of the basic material to be covered during this instructional unit and the assessment information or evidence that suggests the need for compacting.</p> | <p><u>PROCEDURES FOR COMPACTING BASIC MATERIAL.</u> Describe activities that will be used to guarantee proficiency in basic curricular areas. Include formal and informal assessments.</p> | <p><u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES.</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.</p> |
|--|--|---|
| | | |
| | | |
| | | |
| | | |

APPENDIX B

E-MAIL INVITATION TO COMPLETE SURVEY

We are conducting a study of the instructional practices for Heritage Language Learners. The goal of this study is to determine how teachers are meeting the needs of the Heritage Language Learners in their classes. A part of this study is the Instructional Scenarios Questionnaire. The purpose of the survey is to determine how teachers plan instruction for their Heritage Language students. It will take approximately 30 minutes to complete.

A small token of appreciation will be sent to the first twenty respondents. We hope you assist us by completing this survey and forwarding this invitation to other Spanish teachers you think would be interested.

If you have additional questions regarding this study, we may be contacted at hllstudy@optonline.net. Thank you for your help with this research study.

<SURVEY_LINK>

Stacy Bernstein, Primary Investigator

Karen Burke, CSJ, Ed.D.

Western Connecticut State University

APPENDIX C
TEACHER DATA FORM

To: Participating faculty members in an exploratory study of Instructional Practices for Heritage Language Learners in Traditional Middle School Spanish Classes

From: Stacy Bernstein, Principal Investigator
Karen Burke, CSJ, Ed.D.
Western Connecticut State University

As you are already aware, your school is participating in a research study on the instructional practices for Heritage Language Learners in traditional Middle School Spanish classes. The goal of this study is to determine how teachers are meeting the needs of the Heritage Language Learners in their classes.

A part of this involves classroom observations. The purpose of these observations is to determine what instructional practices are used with Heritage Language Learners in Middle School LOTE classes. The lesson that will be observed does not need to be one in which you pay special attention to the Heritage Language Learners in your class. Please instruct the class as you normally would.

Please complete this Data Form which will accompany the Instructional Practices Record during your observation. Your responses are strictly confidential. Thank you for your help with this research study.

I. Teacher Data Form

- a. Name _____
- b. Years of Teaching Experience _____ Current School _____
- c. What is your Native language? _____
- d. If your Native language is a language other than Spanish, at what age did you begin the study of Spanish?
- e. _____ before age 6 _____ age 6-12 _____ age 12-18 _____ age 18 or older
- f. Please indicate the number of undergraduate or graduate courses in Heritage Language Learning you have taken:
 - i. _____ 0 _____ 1 _____ 2 _____ 3 or more
- g. Please indicate the number of inservice workshops in Heritage Language Learning you have attended through a school district or other Language teacher's organization (i.e., NYSAFLT, NECTFL, ACTFL, AATSP) :
_____ 0 _____ 1 _____ 2 _____ 3 or more

APPENDIX D
INFORMED CONSENT FOR PARENTS

Dear Parent / Guardian:

I am a Spanish teacher at Lakeland Copper Beech Middle School, and I am completing my doctoral degree in Instructional Leadership at Western Connecticut State University. The major topic in my dissertation study will be the instructional practices used by Middle School Spanish teachers when working with Heritage Language Learners (HLLs). Students who speak Spanish at home have different needs from the traditional Spanish student. My study seeks to determine how teachers are modifying instructional practices to address the unique needs and talents of Spanish-speaking students.

I will be spending time at _____ Middle School observing classes, speaking with teachers, and interviewing students. Your child's teacher has recommended him/her to be included in these interviews. I have been in contact with the principal regarding the date and time for this interview, which is scheduled to take place on _____.

There are no risks to your child participating in this study. The questions your child will be asked deal with the instructional practices used within the Spanish class. The interview will be conducted in English, and Spanish may be used for the interview if your child feels it is necessary. Interviews will be conducted in groups of three or four students. The transcript from this interview will not be provided to your child's teacher, but it will be kept on file in my home.

The data collected during this study can help determine how teachers are addressing the unique needs and talents of students in their Middle School classes. The student interview is the only opportunity in this study to gather information on the students' perspective and experiences.

If you are willing to have your child participate in this interview, please complete and sign this letter and return it to your child's Spanish teacher by _____. Thank you.

Sincerely,

Stacy Bernstein, NBCT
Doctoral Candidate
Western Connecticut State University

Karen Burke, CSJ Ed.D
Associate Professor, Primary Advisor
Western Connecticut State University

I give my permission for my child to participate in the Focus-group Interviews.

Student Name: _____

Parent Name: _____

Parent Signature: _____

Daytime Phone Number: _____

Estimado padre / guarda:

Soy profesora de español en la escuela media Lakeland, y estoy terminando mi doctorado en Dirección Educacional en la universidad Western Connecticut State. El asunto principal en mi estudio será las prácticas educacionales usadas por los profesores de español de la escuela media al trabajar con los principiantes de lengua de herencia (HLLs). Los estudiantes que hablan español en casa tienen necesidades distintas de aquellas del estudiante tradicional de español. Mi estudio intenta determinar cómo los profesores están modificando prácticas educacionales para las necesidades y los talentos únicos de estudiantes de habla español.

Pasaré tiempo en la escuela media _____ observando clases, hablando con los profesores, y entrevistando a los estudiantes. El profesor de su niño ha recomendado que se le incluya en estas entrevistas. He estado en contacto con el principal respecto a la fecha y a la hora para esta entrevista, que ocurrirá _____.

No hay riesgos en la participación de su niño en este estudio. Las preguntas en la entrevista tratan de las prácticas educacionales utilizadas dentro de la clase española. Se hará la entrevista en inglés, y se puede utilizar el español para la entrevista si su niño siente que es necesario. Se harán las entrevistas en grupos de tres o cuatro estudiantes. No se le dará la transcripción de esta entrevista al profesor de su niño, pero la guardaré en un archivo en mi hogar.

Los datos recogidos durante este estudio pueden ayudar a determinar cómo los profesores están tratando las necesidades y los talentos únicos de estudiantes en sus clases de la escuela media. La entrevista del estudiante es la única oportunidad en este estudio de recopilar la información sobre la perspectiva y las experiencias de los estudiantes.

Si Ud. está dispuesto a que su niño participe en esta entrevista, complete y firme esta carta y devuélvala por favor al profesor de español antes del _____. Gracias.

Stacy Bernstein, NBCT
Doctoral Candidate
Western Connecticut State University

Karen Burke, CSJ Ed.D
Associate Professor, Primary Advisor
Western Connecticut State University

Doy mi permiso para que mi niño participe en las entrevistas del grupo principal.

Nombre del estudiante: _____

Nombre del padre: _____

Firma del padre: _____

Número de teléfono del día: _____

APPENDIX E
CONTENT VALIDITY QUESTIONNAIRE

Dear Jury Member,

We would be most appreciative if you would consent to serve as a jury member for the establishment of content validity for our Heritage Language Learner Scenarios instrument.

The questionnaire will be used in a study of the instructional practices for Heritage Language Learners (HLLs) in traditional beginning-level Spanish classes. We recognize that the HLLs described speak more Spanish than typical beginning-level classes, and we recognize that the current research on heritage language acquisition recommends separate classes for these students. However, teachers have reported that these students are often still enrolled in traditional beginning level classes because of low HLL numbers and school scheduling issues. Our study will determine how teachers are modifying instruction to meet the unique needs and talents of HLLs.

Please note the following terms used on the Instructional Scenarios Questionnaire that you may not be familiar with.

- LOTE – Language Other Than English
- TESOL – Teaching English to Speakers of Other Languages
- NYSAFLT – New York State Association of Foreign Language Teachers
- NECTFL – Northeast Conference on the Teaching of Foreign Languages
- ACTFL – American Council on the Teaching of Foreign Languages
- AATSP – American Association of Teachers of Spanish and Portuguese

To facilitate the content validation process, we have enclosed the following information:

- Complete Instructional Scenarios Questionnaire instrument;
- Content Validation Questionnaire.

You do not need to complete the Instructional Scenarios Questionnaire. However, please read through this instrument and use it to complete the attached Content Validation Questionnaire. If you would please respond to each of the questions in the Content Validation Questionnaire and return it to maestra46@yahoo.com by April 29, we will be extremely grateful.

Sincerely,

Stacy Bernstein, NBCT
Doctoral Candidate
Western Connecticut State University

Karen Burke, CSJ, Ed.D
Associate Professor, Primary Advisor
Western Connecticut State University

Content Validation Questionnaire

When examining each of the student descriptions:

- Do they include students of typical age for Middle School learners?

Yes _____ **No** _____ **Comments:**

- Are they realistic portrayals of typical students you have taught?

Yes _____ **No** _____ **Comments:**

- Do they represent a variety of typical Heritage Language Learners?

Yes _____ **No** _____ **Comments:**

- Are they worded so that the meaning is clear and easy to understand?

Yes _____ **No** _____ **Comments:**

When examining each of the unit descriptions:

- Do they include the vocabulary represented by the LOTE Checkpoint A New York State curriculum?

Yes _____ **No** _____ **Comments:**

- Do they include the grammar concepts typically included in a beginning-level Spanish course?

Yes _____ **No** _____ **Comments:**

- Are they worded so that the meaning is clear and easy to understand?

Yes _____ **No** _____ **Comments:**

Please continue the questionnaire on the following page.

When examining the questions at the end of each unit:

- Can they be answered based on the information provided by the accompanying scenario?

Yes _____ **No** _____ **Comments:**

- Are they worded so that the meaning is clear and easy to understand?

Yes _____ **No** _____ **Comments:**

Name: _____

Title: _____

Institution: _____

APPENDIX F

INSTRUCTIONAL SCENARIOS QUESTIONNAIRE (ISQ)

To: Participating teachers in an exploratory study of the instructional practices for Heritage Language Learners

From: Stacy Bernstein, Principal Investigator
Karen Burke, CSJ, Ed.D.
Western Connecticut State University

We are conducting a study of the instructional practices for Heritage Language Learners. The goal of this study is to determine how teachers are meeting the needs of the Heritage Language Learners in their classes.

The purpose of the enclosed Instructional Scenarios Questionnaire is to determine how teachers plan instruction for their Heritage Language students. Please read the following descriptions of Heritage Language Learners enrolled in a beginning level (Checkpoint A) Spanish class. Answer the questions that follow each scenario in terms of your experience teaching beginning level students. Your responses are strictly confidential.

Thank you for your help with this research study.

Spanish Heritage Language Learners Study
Instructional Scenarios Questionnaire

I. Teacher Information.

Please answer the following questions about yourself.

- a. Name _____
- b. Years of Teaching Experience _____
- c. Current School _____
- d. Teaching Certification (please check all that apply)
- e. _____ LOTE _____ TESOL _____ Bilingual
- f. _____ Other (please list: _____)
- g. What is your Native language? _____
- h. If your Native language is a language other than Spanish, at what age did you begin the study of Spanish?
- i. _____ before age 6 _____ age 6-12 _____ age 12-18 _____ age 18 or older
- j. Please indicate the number of undergraduate or graduate courses in Heritage Language Learning you have taken:
- k. _____ 0 _____ 1 _____ 2 _____ 3 or more
- l. Please indicate the number of inservice workshops in Heritage Language Learning you have attended through a school district or other Language teacher's organization (i.e., NYSAFLT, NECTFL, ACTFL, AATSP) :
- m. _____ 0 _____ 1 _____ 2 _____ 3 or more

II. Classroom Issues

Please answer the questions below regarding issues in your classroom.

- a. Which of the following best describes the type of classes you teach? Please check all that apply.
 - _____ Languages Other Than English / Second Language / Foreign Language
 - _____ Heritage Language Learners class
 - _____ Native Language Arts class
 - _____ Content area bilingual class (subject: _____)
 - _____ Other (please list: _____)
- b. Does your school have a Native Language Arts program?
 - _____ Yes _____ No _____ Don't know

Continued on next page

- c. If your school has a Native Language Arts program, are students who are English-language proficient (not currently enrolled in an English Language Learner program) enrolled in the Native Language Arts courses?
 Yes No Don't know
- d. Does your school have a Heritage Language Learner program?
 Yes No Don't know
- e. If your school has a Heritage Language Learner program, which of the following describes the students who are enrolled in these courses? Please check all that apply.
 Born and educated in country where the language is spoken
 Born in another country but educated in the United States
 Born and educated in the United States
 Currently enrolled in an English Language Learner (ELL) program
 Previously enrolled in an ELL program but are now English proficient
- f. If your school offers neither a Native Language Arts nor a Heritage Language Learner program, approximately what percentage of students in your Spanish classes are Heritage Language Learners?
 Beginning level classes (New York State Checkpoint A)
 Intermediate level classes (New York State Checkpoint B)
 Advanced level classes (New York State Checkpoint C)
 Advanced Placement / College level classes

Instructions: The following questions contain brief scenarios that describe students and teaching situations and ask how you would respond in each case. We know there are many ways to teach Spanish and you may not organize your lessons in the manner that is presented. You may find it difficult to imagine these students in the given situation, but many teachers have reported similar experiences with Heritage Language Learners. Please answer as if you were in the situation that is described.

The scenarios are brief and do not describe every detail. Assume that other features are similar to your current school and the other students in the class are similar to your current students.

Please read each scenario carefully and answer the questions that follow. If you need more space for your answer, you may write on the reverse side of the paper.

Please continue to the Instructional Scenarios Questionnaire

Scenario A:

Alejandro is a 14 year old student of Mexican heritage. He lives with his father, stepmother, and two older brothers whom were all born in Mexico. Alejandro has only been to Mexico once. His father cannot read Spanish well, and Alejandro reports that he has never seen a book written entirely in Spanish. His father speaks to him in Spanish, but Alejandro says that he answers mostly in English. Alejandro speaks English with his stepmother and brothers.

You are planning a unit in your beginning level Spanish class on Family Life. You will include vocabulary for family members, descriptions and adjective agreement, the conjugation of the irregular verb *ser*, and possessive adjectives.

1. Describe an activity that would assess Alejandro's prior knowledge in this area.
2. Describe an activity that would expand the Spanish vocabulary (family members, descriptions) in this unit for Alejandro.
3. Describe an activity that would address the grammar topics (*ser*, adjective agreement, possessive adjectives) in this unit for Alejandro.
4. How would you incorporate Alejandro's Mexican heritage into this unit?

Scenario B:

Stefanie is a 12 year old student of Spanish descent. Her parents were both born and educated in Spain. Stefanie goes to Spain each summer with her family and she attends summer school with cousins in Spain. Additionally, she attends a Saturday School program organized by the Spanish Embassy in New York. Stefanie speaks Spanish and English with her parents but only English with her two younger siblings.

You are planning a unit in your beginning level Spanish class on Travel. You will include vocabulary for vacation activities, airport and hotel procedures, and the immediate future (*ir a + infinitive*).

1. Describe an activity that would assess Stefanie's prior knowledge in this area.
2. Describe an activity that would expand the Spanish vocabulary (family members, descriptions) in this unit for Stefanie.
3. Describe an activity that would address the grammar topics (*ser*, adjective agreement, possessive adjectives) in this unit for Stefanie.
4. How would you incorporate Stefanie's Spanish heritage into this unit?

Scenario C:

Marcos is a 12 year old student from the Dominican Republic. He came to New York with his mother three years ago. He attended a neighborhood school in the Dominican Republic from the age of six until nine, so he was able to read and write some Spanish before he arrived here. He is still enrolled in an advanced English as a Second Language class for one period each day. His spelling in both English and Spanish is phonetic, and he often code-switches. Students in Spanish class seek his help because he translates for his classmates, but he doesn't do well on class assessments. Marcos speaks only Spanish with his family.

Jill is a 13 year old student. She lives with her mother, father, and two siblings. The family is not Latino. Jill has always been a good student. This is Jill's first year in a Spanish class. She has been earning grades in the 90's in Spanish class, and she quickly understands new grammatical concepts. Students in Spanish class seek her help because she is known to be a high-achieving student. Her English teacher reports that her writing is advanced for her age, and her reading level is above the 12th grade. Jill speaks only English with her family.

You are planning a unit in your beginning level Spanish class on Community and Neighborhood. You will include vocabulary for places in town, prepositions of location, and the conjugation of the irregular verb *estar*.

On the following page you will find a list of possible activities for this unit. Please read through each activity and respond by circling how likely you would be to do this option for each student. Evaluate each of the options independently of the others. In other words, you may select as many 1's (or 2's or 3's or 4's) as you like.

Please use the following scale to rate your responses.

- 4 Very likely
- 3 Probably
- 2 Possibly but not likely
- 1 Would not do

| | Marcos | Jill |
|--|---------|---------|
| 1. Label a town map in Spanish. | 4 3 2 1 | 4 3 2 1 |
| 2. Read an article from the Spanish newspaper <i>El País</i> and answer related questions. | 4 3 2 1 | 4 3 2 1 |
| 3. Translate a paragraph from Spanish to English. | 4 3 2 1 | 4 3 2 1 |
| 4. Translate a paragraph from English to Spanish. | 4 3 2 1 | 4 3 2 1 |
| 5. Complete a cloze passage with the appropriate form of the verb <i>estar</i> . | 4 3 2 1 | 4 3 2 1 |
| 6. Practice verb conjugation using a computer program or online site such as www.conjuguemos.com | 4 3 2 1 | 4 3 2 1 |
| 7. Give directions orally in Spanish to a classmate using a map. | 4 3 2 1 | 4 3 2 1 |
| 8. Compose an e-mail in Spanish to a friend giving directions to your house from school. | 4 3 2 1 | 4 3 2 1 |
| 9. Make a presentation in Spanish to a group of teachers from Spain about why your town should be selected as the site of an exchange program. | 4 3 2 1 | 4 3 2 1 |
| 10. Read listings from a travel brochure about places in town. | 4 3 2 1 | 4 3 2 1 |
| 11. Read the poem <i>La calle</i> by Octavio Paz and write a similar poem in Spanish. | 4 3 2 1 | 4 3 2 1 |
| 12. Prepare a presentation in English about a famous city in Mexico. | 4 3 2 1 | 4 3 2 1 |
| 13. Illustrate a town based on a description in Spanish you hear. | 4 3 2 1 | 4 3 2 1 |
| 14. Create a rap song based on the forms of the verb <i>estar</i> . | 4 3 2 1 | 4 3 2 1 |
| 15. Define places in town in Spanish by stating what common activities take place there. | 4 3 2 1 | 4 3 2 1 |
| 16. Create a brochure in Spanish that would persuade someone to visit a fictional town. | 4 3 2 1 | 4 3 2 1 |

APPENDIX G
INSTRUCTIONAL PRACTICES RECORD (IPR)

Instructional Practices Record

To be completed prior to observation

| | | |
|--|-------------------------------------|----------------------|
| Date of Observation _____ | | |
| School _____ | Teacher _____ | Class level _____ |
| Total Number of Students _____ | | Number of HLLs _____ |
| Seating of HLLs (check all that apply) | | |
| _____ No preference | _____ With higher-achieving student | |
| _____ With other HLLs | _____ With lower-achieving student | |

Instructions to the Observer:

You will select one HLL and one non-HLL to observe during this class. It is not necessary to record information about the student's proficiency, achievement, or behavior. Only record information about how the student responds to and participates in the instructional activity.

The following Language Learning Skills will be the focus of the class you observe. Please use one of the following terms to label the skill.

- Listening – Students are passive listeners (teacher or recording).
- Speaking – Students actively speak with teacher or another classmate.
- Reading – Students read a passage (any length) and may be asked to respond to related questions.
- Writing – Students write original lists, sentences, or notes.
- Grammar – Any activity which focuses on the correct usage of the language, i.e., adjective agreement, verb conjugation, verb tense.
- Culture – The main focus is a product, procedure, or perspective of the target culture.

The following instructional practices may be used during the class you observe. Please use one of the following terms to label the practice and then describe the teacher's instructions to the class.

- RP: Role-play (not planned, extemporaneous speech)
- SP: Student presentation (pre-planned)
- TL: Teacher lecture (teacher-directed conversation, notes, review of topics)
- IW: Independent worksheets (students work individually)
- CW: Cooperative worksheets (students work in partnerships or groups)
- AAP: Authentic assessment projects (students create a product in Spanish on a real-life topic)
- Real: Realia (students use real materials from the Spanish-speaking world, such as an advertisement or Spanish-language newspaper)

| | Language Learning Skill | Instructional Practice – Label and describe | Does the HLL actively participate? Describe. | Does the non-HLL actively participate? Describe. |
|---|---|---|--|--|
| 1 | Listening Speaking Reading Writing Grammar Culture | RP / SP / TL / IW / CW AAP / Real | | |
| 2 | Listening Speaking Reading Writing Grammar Culture | RP / SP / TL / IW / CW AAP / Real | | |
| 3 | Listening Speaking Reading Writing Grammar Culture | RP / SP / TL / IW / CW AAP / Real | | |
| 4 | Listening Speaking Reading Writing Grammar Culture | RP / SP / TL / IW / CW AAP / Real | | |

Attach additional pages as necessary.

APPENDIX H

FOCUS-GROUP INTERVIEW QUESTIONS

Questions will be used with separate focus-groups of HLLs and non-HLLs.

1. Why did you select to study Spanish instead of the other languages in your school?
2. How often does your teacher speak in Spanish during class? Describe when your teacher speaks in Spanish.
3. How often are you called on? Do you think you're called on more than or less than other students?
4. Describe an activity you liked in Spanish class. Did all students do this activity?
5. Describe an activity you didn't like in Spanish class. Did all students do this activity?
6. Tell me about the speaking activities you do in class.
7. Tell me about the reading activities you do in class. Are the real materials (magazines, newspapers, etc.) or are they from the textbook?
8. Tell me about the writing activities you do in class. Do you write letters, stories, poems, etc? To which audience do you write?
9. Tell me about the grammar activities you do in class.
10. Tell me about the cultural activities you do in class. How do you learn about the Spanish-speaking world? (i.e., stand-alone projects or integrated activities, focus on certain countries, foods and festivals)

APPENDIX I
LISTS OF CODES

LOTE instructional practices codes

| Code | Definition |
|-------------|--|
| pronunc | The activity is designed to promote proper pronunciation errors among HLLs (i.e., articulation, standard dialect). If the activity focuses on common mispronunciations made by non-native speakers (i.e., isolated vocabulary practice, rate of speech, intonation), it is not coded as pronunc |
| prior | The activity is designed to assess the students' prior knowledge in this topic (vocabulary and/or grammar). |
| hi speak | The activity is designed to address speaking at higher registers (i.e., the use of informal Usted versus familiar tu, presentational mode vs. interpersonal mode) |
| hi write | The activity is designed to increase a student's ability to write at higher registers , i.e., for publication or to be sent to native speakers, use of formal Usted versus informal tu |
| realia | the activity uses authentic materials (materials designed for native Spanish speakers in a native language setting (i.e., newspaper, advertisement, personal letter, book) |

Differentiation codes

| Code | Definition | Quick reference |
|----------|---|--|
| Class | A separate class is recommended or instituted. | |
| compact | Differentiation by compacting is at least attempted when there is a specific assessment to see if students have already mastered the goals and objectives of a unit of study before the instruction begins. If the student has mastered these goals prior to instruction, the teacher arranges for supplemental enrichment / acceleration activities. For the activity to be coded as compacting, there must be mention of (1) preassessment, (2) demonstrated competency, and (3) enrichment or acceleration. | Compact - (1) preassessment, (2) demonstrated competency, (3) enrichment or acceleration |
| interest | Differentiation by interest encourages challenge through using self-selected activities. If the student is given a range of choices the activity is coded differentiation by interest. | Interest - student given range of choices for a given activity |
| outcome | Differentiation by outcome encourages challenge through amount of work expected, different assessment criteria, or more complex responses. | Outcome - work expected is of a higher caliber than for other students (SAME assignment) |

Differentiation Codes (continued)

| Code | Definition | Quick reference |
|----------|---|--|
| resource | Differentiation by resource encourages challenge through access to a range of materials , texts at different levels of complexity, access to other adults | Resource - resources (print and adults) provided by teacher, not available to other students |
| support | Differentiation by level of independence or support by removing scaffolding, doing own research, use of reference materials not provided by teacher | Support - resources and direction not provided by teacher |
| Task | Differentiation by task encourages challenge through open-ended activities, more complex demands and responses, use and application. There has been a stated change in the expectations for this student from what is expected for the majority of students in the class. If the assignment may reflect a change but this has not been expressed, the statement is not coded as differentiation by task. | Task - different assignment (same TOPIC) that for other students |
| Time | Differentiation by pace or time encourages challenge through less time to complete task. | |

APPENDIX J
SUGGESTED COMPACTOR ACTIVITIES

The Curriculum Compactor
Individual Educational Programming Guide

NAME _____ AGE _____ TEACHER _____

SCHOOL _____ GRADE ____ PARENT(S) _____

| <p><u>CURRICULUM AREA(S) TO BE CONSIDERED FOR COMPACTING.</u> Provide a brief description of the basic material to be covered during this instructional unit and the assessment information or evidence that suggests the need for compacting.</p> | <p><u>PROCEDURES FOR COMPACTING BASIC MATERIAL.</u> Describe activities that will be used to guarantee proficiency in basic curricular areas. Include formal and informal assessments.</p> | <p><u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES.</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.</p> |
|--|---|--|
| <p>Family Unit. Topics include vocabulary for family members, vocabulary for household responsibilities, and conjugation of irregular verbs with first person –GO ending. Students who have indicated they speak Spanish at home and who have conversed with the teacher extensively in Spanish will be asked to consider compacting the unit.</p> | <p>Students will complete a preliminary assessment quiz that includes short reading passages about family life with related multiple choice questions, writing a description of their family in Spanish, and a cloze paragraph about one person’s chores.</p> | <p>Student will create a photostory about how his/her family (or people in the country his/her family is from) celebrates a given holiday.</p> |
| <p>Leisure Unit. Topics include vocabulary for common hobbies and pastimes, vocabulary for places people do these activities, and conjugation of regular –AR verbs.</p> | <p>Students will complete a preliminary assessment quiz that includes reading advertisements passages about common hobbies and writing a paragraph about what their vacation plans are.</p> | <p>Student will design skateboard graphics representative of common themes in Latino culture (i.e., flags, Puerto Rican coquí). Student will create a webpage in Spanish to market these graphics.</p> |
| <p>Community Unit. Topics include vocabulary for common places in the community (i.e., businesses, public buildings) and phrases and prepositions used to give someone directions around a neighborhood.</p> | <p>Teacher will informally converse with students about the community. He or she will ask students for recommendations of local businesses and directions to neighborhood destinations.</p> | <p>Student will research a charitable organization in the country his/her family is from and plan a school dance fundraiser to benefit the charity. Student will create publicity material in English and Spanish for the event.</p> |